

Inclusion of people with intellectual disabilities into the labour market in Europe –

Legal framework, sheltered workshop system and
good practice in Belgium, Cyprus, Germany and Slovenia

WP2 / Activity 1, praxis-oriented, transnational report

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Summary of the national reports in plain language

Belgium

In Belgium, people live in confined spaces. One in 10 people is disabled. These people need help. In 1970, the state opened workshops for disabled people. There are now 3 sheltered workshops in East Belgium. They receive money from the Service for Self-Determined Living. They also work for other companies.

If you want to work in a sheltered workshop, you go to the Service Center for Self-Determined Life. You can also go to the employment office or the CPAS first. The office has offices in Eupen and St. Vith.

The department creates a file. You have to answer a lot of questions. The supervisor asks:

- Do you like to move?
- Are you good at editing small things?
- Do you want to work?
- What do you like to do?
- Can you come every morning at 8 am?
- Do you enjoy collaborating with others?
- Can you calculate, write, read?
- And much more.

Then the service evaluates the questions.

Parents, brothers, sisters or a caregiver can also be present at the discussions.

After that, the department writes a report. This report is confidential. No one else is allowed to read it. Unless you allow it.

The service makes a recommendation:

- Work in a BW
- Work in a real company

There is a lot of work going on in the sheltered workshop. First you have to learn the work. There is wood workshop, laundry or printing and much more. Some people make something. Some assemble filters. Some pack laundry.

You can also work in a real company via BW. There are outdoor groups. They go to work in their company every day. These can be different things, cleaning something, packing something, assembling something.

BW pays the salary. But the work is in the company. You have to get along with your colleagues. If you have any questions, go to the supervisor at the office.

The department also takes care of work in a real company. It looks for the right company. You have to learn how to work there first. Most of the time you have to clean something. Sometimes you have to concede something. You get to know your colleagues. You also get money for the work. You work in the company for 3 months.

If you have any questions, you can go to the supervisor. The company also talks to her/him.

If everything goes well in the 3 months, you can stay. You can now do an apprenticeship in the company. The work can get more difficult. You have to be punctual every morning. The company pays a salary.

Cyprus

In Cyprus there are laws and policies that ensure equal opportunities for people with intellectual disabilities in the labour market.

However, people with intellectual disabilities face additional barriers in their job search.

Sheltered workshops are run by non-governmental organisations (NGOs).

Sheltered workshops provide training, therapeutic services and supported work programmes.

These NGOs aim to provide incentives to work through creative, craft, crafts, skilled and commercial activities.

However, these NGOs face criticism for not doing enough to support the transition of trainees into the open labour market.

The supported employment programme has been a success, with almost half (40%) of those employed in the open labour market benefiting from the programme in 2021.

There is still a lot of work to be done to increase employment for people with intellectual disabilities.

The report suggests that targeted research and in-depth study of the needs of affected people could be a good step towards improving the situation.

Germany

The text reports on the job opportunities for people with intellectual disabilities in Germany.

The text reports what the law says.

The report says what the workshops for people with disabilities offer.

The report says where and how they can work. There are good examples.

The report is part of the Include³ project.

Cyprus, Belgium, Slovenia are also involved in the project.

There are more people with intellectual disabilities in Germany than before.

Many people with intellectual disabilities work in sheltered workshops.

The German law says what disability is.

It includes physical, mental, psychological disabilities and impairments of the senses.

The UN Convention on the Rights of Persons with Disabilities applies in Germany.

A lot has been changed and improved.

There are more than 700 workshops for people with disabilities in Germany.

They are also called workshops for disabled people, or WfbM for short.

Or simply workshop.

In the workshops, people with disabilities receive money and are insured. In a workshop you learn something for work and there is counselling.

You can't do a proper vocational training in a workshop.

You do real vocational training in a company.

If the training doesn't work out, you go back to the workshop.

The workshops in Germany have to find work in a company for people with disabilities.

But they are not doing enough yet.

The German state is making new laws.

There is the budget for work and the budget for training.

Workshops that make an effort should get more help.

The text reports on six good examples.

They are examples in a company.

They are examples of learning to work.

The examples are called Praxisbaustein Sachsen and AbBI.

They are examples of how to help and advise people with disabilities.

The examples are called JOBSTER.Team, counselling concept of the Federal Employment Agency, EUTB, job coaching of the Diakoniewerkstätten.

Companies have to employ people with disabilities.

The state controls this.

More people with disabilities are unemployed than without disabilities.

People with mental disabilities are the most unemployed.

There are no exact statistics.

We need these statistics.

The state has to take care of that.

The UN_BRK wants more people with intellectual disabilities to work in companies.

Many are therefore trying to get people with disabilities to have a say and a say in decision-making.

Germany has a plan called the National Action Plan 2. 2.

The sentence: "Not about us without us" applies.

Slovenia

Involvement in work is important for every individual, as it has a good effect on various areas of human activity.

It is the same for people with intellectual disabilities.

Mental retardation means, that it is more difficult for a person to understand and adapt.

Integration into work enables people with intellectual disabilities to develop work skills and independence at work.

When they work, they feel useful, satisfied and connected to other people.

All people in Slovenia have the right to work, including people with various problems. The state therefore has various measures that people with problems are directed to different forms of work.

In Slovenia, these measures are enshrined in various laws.

People are involved in different forms of work depending on their abilities and support, which they need at work.

The first form is the open market.

In this form of work, people with problems are not offered support at work, as they perform it in workplaces where their problems do not interfere with work.

Other forms of work offer support to people with difficulties in integrating into work.

Such a form is supportive employment, where the person with disabilities and the employer can get professional and technical support.

A person receives even more support and adjustments in protective employment.

These two forms of work are called employment.

If a person has a job, he gets a salary and, with support, is in an equal position with people who do not have obstacles.

Persons with disabilities who, despite support and adaptations, can do very little work, cannot get a job.

These persons can be included in the social inclusion program.

In this program they do very customized and light work.

They have help in doing the work.

In the program, people are also involved in other activities.

These activities help them to find their way in life better.

People who live and work independently and need help from another person can be included in protective work centres.

They do very light jobs in these centers.

Other people also help them take care of themselves.

In all described forms of work integration, people with problems are offered support and adaptations at work.

In the case of certain forms of work integration, the purpose of support is also to prepare and train a person to work in the open market.

When engaging in various forms of work, people with intellectual disabilities do not have the same opportunities.

Not everyone has a chance to try different forms of work.

For people with mental health problems, improvements are needed in terms of integration into work.

Such an improvement would be a change in laws.

In order for the laws to enable all persons, who have an interest in a job and are able to do it, to have real employment and salary.

1 Introduction

One of the aims of sheltered workshops is to prepare people with disabilities and support their transition to (supported) employment in the primary labour market. Nevertheless, many people remain in a sheltered workshop for a large part of their working life or even for the entire duration. This is especially true for people with cognitive disabilities. This means that the inclusion goals formulated in the UN Convention on the Rights of Persons with Disabilities (UN CRPD, Art. 27) and reaffirmed in a directive recently adopted by the European Parliament are being missed.

To achieve the goal of (sustainable) transition, the needs of the person with disabilities and the requirements of the labour market must be matched. Counselling plays a central role in this, as it can identify the strengths, interests and training needs of the person seeking advice. At the same time, counsellors who work for or in sheltered workshops maintain contact with employers and can serve as door openers. Guidance also helps to ensure that vocational training is tailored to the individual learning needs, skills and goals of the person with disabilities on the one hand and to the needs and (support) opportunities of the labour market on the other.

Include³ will develop resources and a participatory curriculum in an inclusive and co-productive process in which guidance practitioners work together with people with intellectual disabilities, employers and vocational training professionals in workshops to create pathways from targeted training into sustainable and appropriate work in regular employment. The key mechanism is that through this process, vocational education is refocused in an individualized way to prepare for concrete labour market opportunities.

This report is an essential first building block in this process, as it focuses on good practices at European level. This report presents the results of the collection and evaluation of good practices and derives conclusions regarding the role of centring processes on the needs and wishes of people with intellectual disabilities.

The presentation and summary of the individual systems in Belgium, Cyprus, Germany and Slovenia with reference to the present national reports is the starting point of this report to give an insight into the promotion of the inclusion of people with cognitive disabilities in the labour market. At the same time, the general explanations serve as a basis for understanding the examples of good practice listed.

First, the social and labour market policies for persons with disabilities (Chapter 1.1) and the influence of the UN Convention on the Rights of Persons with Disabilities (CRPD) on the national legislation of the included countries are presented (Chapter 1.2.).

Chapter 2 of the report deals with the participation of people with disabilities. The focus is on people with intellectual disabilities. It begins with a discussion of the concept of disability (chapter 2.1). Subsequently, the systems of sheltered workshops are presented (Chapter 2.2) by showing possible vocational training and counselling concepts (Chapter 2.2, 2.3) as well as the transition from sheltered workshops to the general labour market (Chapter 2.4).

Each of the individual sections concludes with a comparative summary.

Chapter 3 gives an insight into selected case studies as examples of good practice on the topics of vocational training, guidance and transition to the general labour market and presents the focus of the research.

The report ends with a concluding appraisal and an outlook (Chapter 4).

1.1 Social and labour market policy for people with disabilities

1.1.1 Belgium

For Belgium, it is assumed that people with disabilities represent 9% - of which approx. 1/3 are people with mental disabilities - of the approx. 11.5 million inhabitants. Official statistics, especially on the types of disabilities, are not kept. Concerning participation in working life, the report of UNIA (Service for the Rights of Persons with Disabilities) of 2021 states that the employment rate of persons with disabilities in Belgium is 26% compared to 65% of the total population aged 15-64. Consequently, the majority of people with disabilities are not employed. The unemployment rate is reported at 8% compared to 5% of the total population. It is also noted that 39% of people with disabilities work part-time, compared to a rate of 25% for the total population (Belgium National report, p. 13).

The responsibilities for the labour and health sector in Belgium are divided between the federal state, the regions (Flemish Region, Walloon Region, Brussels-Capital Region) and the communities. The Belgian national report focuses on policies at the federal level and in the German-speaking Community of East Belgium as part of the Walloon Region, where people with disabilities are referred to as people with support needs (PmU). The German-speaking Community (DG) is the smallest community with 78,000 inhabitants (National report Belgium, p. 4,6).

By a decree of the Executive of the German-speaking Community, a new service called "Service of the German-speaking Community for Persons with Disabilities as well as for Special Social Welfare" (DPB) was established in 1990, which offered assistance to PmU, i.e. people with disabilities of all ages. This agency was renamed the Service for Self-Determined Living (DSL) in 2017. The DSL integrates the previous Service for People with Disabilities and, in addition to the PmU business area, also includes the area of pensioners with care needs. The main task is to promote the best possible support for PmU and to provide the necessary means and resources for this (www.selbstbestimmt.be). Furthermore, the persons concerned are to be placed in the so-called first labour market using various instruments. For example, to promote the hiring of PmU, employers can be subsidized with up to 40% of the wage costs. PmU have access to the services of the DSL via the social welfare offices and the employment office, which refer them to the DSL (National report Belgium, p. 6 ff.).

In the last two years, the Belgian government has increased its focus on the integration of people with disabilities into the labour market. Thus, the measure of supported employment has gained importance. In this regard, a consultation on the concept of supported employment was held in April 2022. Supported employment is the individual in-company qualification, training and vocational promotion of people with disabilities with special support needs in companies in the general labour market. The goal is employment with social insurance contributions. Furthermore, in November 2022, the government issued a decree on the establishment of an advisory council for people with disabilities. The aim of this law is to establish an advisory council for people with disabilities in order to strengthen the participation of the group of people concerned in their own affairs (National report Belgium, p. 8).

1.1.2 Cyprus

In the Republic of Cyprus, 24% of the population are persons with disabilities, of which 48.5% are employed. This puts Cyprus below the EU average of 51% (National report Cyprus, p. 4, 5).

The total number of registered persons with intellectual disabilities at the end of 2021 was 2739, of which 290 were employed in the open labour market (National report Cyprus, p. 8):

Table 1: Employment of the people with intellectual disabilities in the open labour market

Persons employed on the open labour market	Number of people	%
Receive support from the job coach	176	61
No support received	114	39
Total	290	100

Source: Committee for the Protection of Persons with Intellectual Disabilities (2021)

The rights of persons with disabilities have their basis in the Constitution and are further regulated in various laws as well as regulations. In addition, Cyprus has ratified and incorporated into national legislation the following three international conventions: International Labour Organization Convention No. 159, the European Social Charter and the UN Convention on the Rights of Persons with Disabilities (National report Cyprus, p. 5).

It should first be noted that the Law for Persons with Disabilities of 2000-2007, L. 127(I), comprehensively regulates the rights of persons with disabilities and prohibits any discrimination on the basis of disability. For example, access to education, training, and employment are enumerated as rights of persons with disabilities. The law regulates, among other things, how the standardized rights are to be guaranteed in the areas of employment, provision of facilities and services, transport and communication. At the same time, the prohibition of discrimination in these areas and legal protection are regulated. It is also worth mentioning in the Employment of Persons with Disabilities in the Wider Public Sector (Special Provisions) Act of 2009 (L. 146(I)/2009). The aim of this law is to promote employment opportunities for people with disabilities in the public sector, as 10% of vacancies are to be filled by people with disabilities who meet certain criteria (National report Cyprus, p. 5).

Regulations on the prevention and prosecution of discrimination against persons with disabilities in the field of employment are specified, for example, in the Law on Persons with Disabilities from 2000 to 2007 (Law 117/1989). Employment-related discrimination concerning access to employment and vocational training, as well as working conditions and membership in employee organizations, are prohibited. In this context, employers are required to take appropriate measures to prevent unequal treatment. It also regulates specific measures to promote the employability of persons with disabilities, including the creation of employment programs to incentivize employers to hire persons with disabilities, the creation of inclusive jobs in the public sector, employment protection and reinstatement, and the obligation to create accessible working conditions. Finally, the law provides for the establishment of a Special Needs Fund, which is tasked, among other things, with providing financial support or assistance to companies that employ people with disabilities (National report Cyprus, p. 5, 6).

1.1.3 Germany

In 2017, approximately 13.04 million people with disabilities lived in Germany. The number of people with severe disabilities was 7.8 million. For the period 2009 to 2017, the following picture emerges regarding people with a

recognized severe disability, cf. Partial Participation Report of the Federal Government on the Living Conditions of People with Impairments 2021, cf. BT-Drucks. 19/27890, p. 45:

Table 2: People with recognized severe disability by form of most severe disability (number in thousands, change in percent)

Form of the most severe disability	2009	2013	2017	Change from 2009 to 2017
Physical disability	4.523	4.699	4.641	+ 3 %
Blindness and visual impairment	353	357	351	-1 %
Speech or language disorder, deafness, hearing loss, balance disorder	259	316	316	+ 8 %
Mental disability	433	546	644	+ 49 %
Mental handicap, learning disability	277	299	310	+ 12 %
Other disability	1.221	1.332	1.503	+ 23 %
Total	7.102	7.549	7.767	+ 9 %

Source: Dritter Teilhabebericht der Bundesregierung über die Lebenslagen von Menschen mit Beeinträchtigungen 2021, Bundestag-Drucksache (BT-Drs.) 19/27890, p. 45

The number of people with intellectual disabilities, including people with learning disabilities, increased by 12% over the period 2009 to 2017.

According to § 1 sentence 1 SGB IX (Ninth Book of the Social Code - Rehabilitation and Participation of Persons with Disabilities), persons with disabilities or persons threatened by disabilities receive benefits according to SGB IX and the benefit laws applicable to the rehabilitation providers in order to promote their self-determination and their full, effective and equal participation in life in society, to avoid disadvantages or to counteract them. The law divides the benefits for participation into five groups, namely benefits for medical rehabilitation, benefits for participation in working life, maintenance benefits and other supplementary benefits, benefits for participation in education and benefits for social participation (§ 5 SGB IX). Integration into the labour market is to be achieved primarily with the benefits for participation in working life. In this context, SGB IX is to be understood as a kind of framework law. This is because the responsibilities for the benefits as well as the prerequisites for the granting of benefits result from the relevant benefit laws of the respective rehabilitation providers (cf. Section 7, Paragraph 1, Sentence 2 SGB IX). The principle applies that no one may be discriminated against on the basis of a disability (cf. Art. 3 Para. 3 Sentence 2 Basic Law, §§ 33a SGB I, 19a SGB IV, §§ 1, 2 General Equal Treatment Law).

Of the approx. 13.04 million people with disabilities in 2017, approx. 5.9 million were of working age, of which in turn approx. 3 million were employed, which corresponds to a rate of 53% (Teilhabebericht der Bundesregierung über die Lebenslagen von Menschen mit Beeinträchtigungen 2021, p. 12 f., 224).

The permanent participation of people with disabilities in working life not only serves to create a secure financial basis for life, but is of elementary importance for self-determined and equal participation in life in society. Based on the type or severity of the disability, various benefits for participation in working life are therefore available to achieve the goal of permanent participation in working life (BT-Drs. 15/4575, p. 66).

In order to further promote the participation of people with disabilities, the German legislature has initiated numerous legislative changes in the area of social law in recent years, for example with the Act to Strengthen the Participation and Self-Determination of People with Disabilities (Federal Participation Act - BTHG) of 23/12/2016 (BGBl. I p. 3234) and most recently with the Act to Strengthen the Participation of People with Disabilities and to Determine the Providers of Benefits for Education and Participation in Social Assistance under Land Law (TeilhabeStärkungsgesetz - TStG) of 02/06/2021 (BGBl. I p. 1387). While the BTHG largely redesigned Book IX of the Social Code (Social Code Book Nine - Rehabilitation and Participation of Persons with Disabilities), also in view of the adjustments to the UN Convention on the Rights of Persons with Disabilities (CRPD), the TStG focused on the integration benefits in the basic benefits for job seekers (Social Code Book II) and employment promotion (Social Code Book III). Thus, various adjustments were made in the area of service provision and service coordination for persons with disabilities in the benefit system of basic security for jobseekers in order to improve the support situation for this group of persons and to improve their chances of integration (BT-Drs. 19/27400, p. 31).

1.1.4 Slovenia

In Slovenia, no separate statistics are kept on the individual types of disabilities. According to the Slovenian national report, it can be assumed that about 1% of the population are people with intellectual disabilities (National report Slovenia, p. 10, 28). Concerning the labour force participation of people with disabilities, the following table can be found in the Initial Report Slovenia from 18/07/2014, p. 50:

Table 3: Number of persons with disability in the Slovenian labour market

Number of employed persons with disabilities	2008	2009	2010	2011	2012
Regular working environment	27,346	26,305	25,323	24,923	23,979
Companies employing the disabled	6,358	5,708	4,841	5,319	5,672
Sheltered employment centres	187	223	235	303	317
Total of all employed persons with disabilities	33,891	32,236	30,399	30,545	29,968

Number of employed persons with disabilities	2008	2009	2010	2011	2012
Total of all persons employed in the country	866,760	829,551	809,357	805,723	784,829
Share of employed people with disabilities in relation to the total of employed population	3.91 %	3.89 %	3.76 %	3.79 %	3.82 %
Number of jobless persons with disabilities	11,025	13,132	14,920	16,873	7,454
Number of persons with disability in the labour market	44,916	45,368	45,319	47,418	37,422
Total number of all unemployed	66,239	96,672	110,021	112,754	118,061
Share of jobless persons with disabilities in relation to the total of all unemployed persons	116.6 %	13.6 %	13.5 %	14.9 %	14.7 %
Number of employments relating to jobless persons with disabilities	1,776	1,629	1,618	2,107	2,694
Number of proposals for termination of employment contract	572	913	964	712	698

Source: Committee on the Rights of Persons with Disabilities, 2014, p. 50

The Slovenian Constitution guarantees everyone respect for human rights and fundamental freedoms regardless of their personal circumstances, such as disability. The constitution thus explicitly emphasizes the right of disabled people to equality before the law and obliges the state to take effective and appropriate measures to enable and

maintain the greatest possible independence, physical, mental, social, (labour) professional integration of disabled people in all areas of life (National report Slovenia, p. 6).

Based on a study, it was found that attitudinal barriers prevent the participation of people with disabilities in working life, namely the attitude of employers as well as society in general. Therefore, in addition to the creation of a legal framework through relevant legislation, it is also considered necessary to raise awareness among employers and to provide adequate as well as timely information about possible incentives. One such incentive is the financial support provided to employers by the Public Guarantee, Maintenance and Disability Fund of the Republic of Slovenia, which can be used to cover the costs of the necessary adaptation of the workplace or work equipment due to disability (National report Slovenia, p. 4).

Overall, there has been noticeable progress in the employment of people with disabilities over the past 20 years. The quota system introduced for employment and a better developed network of vocational rehabilitation providers have contributed to this. As a result, many people with disabilities who were previously considered unable to participate in the open labour market have been brought into employment. Thus, efforts to develop workplace supports and adaptations and opportunities for employment of people with disabilities in the normal/regular work environment have also increased. The state promotes employment in the normal work environment by developing a system of supportive employment and vocational services and providing financial incentives for professional support provided by vocational rehabilitation providers to the employer, persons with disabilities and the work environment (National report Slovenia, p. 6).

1.1.5 Comparative summary

In recent years, the inclusion of people with disabilities has gained in importance. Legislators in all four countries with relevant legislation have primarily intended to prevent any discrimination on the basis of disability as well as to promote participation in working life, without differentiation or limitation to individual types of disability.

While in Germany, for example, the benefit system of the relevant social laws has been expanded to promote the integration of people with disabilities into the labour market, in Slovenia primarily incentives for employers to employ people with disabilities have been created. In addition, various forms of employment for people with disabilities, depending on their capabilities as well as support needs, have been developed. In Cyprus, the focus has been on preventing discrimination against people with disabilities, especially in the context of employment relationships. For Belgium, the focus is on regulations in the German-speaking community. Similar to Slovenia and also Cyprus, priority is given to the creation of incentives for employers and supported employment is increasingly used as a measure for the integration of people with disabilities.

Statistics in general on people with disabilities are available, although not comprehensive and up-to-date in all countries. Consequently, in all four countries there is a special focus on the integration of people with disabilities into the so-called first labour market.

1.2 Convention on the Rights of Persons with Disabilities and its influence and regulations

1.2.1 Belgium

Belgium ratified the CRPD on 2/7/2009. In order to comply with paragraph 2 article 33 of the UN Convention and to establish an independent mechanism, the Belgian State has set up the Interfederal Center for Equal Opportunities and the Fight against Racism and Discrimination and within this center a Service for the Rights of Persons with Disabilities (UNIA). This service is based on cooperation between the federal state, the regions and the municipalities. Its target groups are not only people with disabilities, but all segments of society at risk of discrimination. The fight against discrimination is based on the law against certain forms of discrimination, including on the basis of disability (National report Belgium, p. 7).

UNIA is assigned a monitoring committee composed of representatives of associations and federations of and for people with disabilities, the social partners and academia. In this committee, one seat is reserved for a representative of people with disabilities. This person is appointed by the Forum of Associations and Other Associations of and for Persons with Disabilities. In accordance with Article 4(3) of the CRPD, this forum also assumes the tasks of involving persons with disabilities in the decisions that affect them. The Forum is consulted by the DSL in the implementation of the CRPD and the development of new concepts, measures and regulations. The DSL, along with other institutions, is responsible for the implementation of the CRPD. In this context, the DSL is responsible for coordinating as well as reporting on the measures and carries out its own projects. The Action Plan for the Implementation of the CRPD, adopted in 2014, contains ten fields of action, the objectives of which are the result of consultations with persons with disabilities and correspond to their needs, as well as having a particular importance for the inclusion of persons with disabilities. An important field is No. 5, which concerns the area of employment and vocational training (National report Belgium, p. 6, 7 ff.).

1.2.2 Cyprus

The ratification of the CRPD took place on 27/6/2011, following which the Department of Social Inclusion of Persons with Disabilities of the Ministry of Labour, Welfare and Social Insurance (DSIPD) was appointed as the central agency for the implementation of the UN Convention on the Rights of Persons with Disabilities (CRPD).

The adoption and ratification of the CRPD is considered the most important step for the participation of persons with disabilities (National report Cyprus, p. 6).

With the aim of implementing the recommendations of the CRPD, the DSIPD has the first National Strategy for Persons with Disabilities 2018-2028 including the three related National Action Plans for Persons with Disabilities (2013-2015, 2018-2020 and 2021-2023). The purpose of the National Strategy is to "define the vision, values, strategic aspirations and goals of the Republic of Cyprus for the realization of the rights of citizens with disabilities and to direct all government agencies towards actions that improve the quality of life of persons with disabilities" (Cyprus National report, p. 6).

The Third Action Plan 2021-2023 includes 135 measures implemented by eight ministries and three deputy ministries. The measures relate, for example, to social integration, mobility and social protection of persons with disabilities, employment, vocational training and educational services, and the provision of health and rehabilitation

services. The government bases its measures concerning the participation of persons with disabilities on these guidelines (National report Cyprus, p. 7).

1.2.3 Germany

The CRPD and the Optional Protocol, adopted by the UN General Assembly on December 13, 2006, entered into force after ratification on February 24, 2009 and March 26, 2009 (cf. Art. 45 para. 5 CRPD, Art. 13 para. 2 Optional Protocol) (BGBl. II 2008 p. 1419) and has the rank of a simple law (Art. 59 para. 2 GG). The Federal Ministry of Labour and Social Affairs is the governmental focal point and is responsible for the implementation of interdepartmental measures. The independent monitoring body established as a result of Article 33 (2) of the UNCRPD is tasked with promoting the implementation of the CRPD in Germany, protecting the rights standardized therein and monitoring compliance with them (Deutsches Institut für Menschenrechte 2023).

With the CRPD, the rights of persons with disabilities became a stronger focus of discussions in society and politics (Deinert et al. 2022, p. 264 ff.). In particular, the concept of disability and its compatibility with the definition in the CRPD was questioned, which ultimately led to the redefinition of the concept of disability in Section 2 of the Social Code Book IX with the BTHG (BT-Drs. 18/9522, p. 192). Similarly, the changes in the area of participation in the labour market took account of the CRPD and attempted to further develop the benefits for participation in working life in a person-centered manner, i.e. to ensure that the person with disabilities is guaranteed the greatest possible participation in working life through tailored services and support in accordance with his or her individual capabilities (BT-Drs. 18/9522, p. 193).

In its National Action Plan 2.0 on the CRPD, the German government identified the employment of people with disabilities in the general labour market as a priority policy objective, but nevertheless stated that workshops for people with disabilities (WfbM) continue to have their place as providers of services for participation in working life. However, the WfbM are called upon to also provide services for participation in working life outside the workshop, e.g. external workplaces of the workshops in companies of the general labour market.

With the amendments to the Federal Participation Act of 23/12/2016 (BGBl. I p. 3234) as of 01/01/2018, a budget for work (§ 61 SGB IX) was introduced in this context and the other service providers (§ 60 SGB IX) were created as an alternative to WfbM. On 01/01/2020, again with the aim of promoting the transition from a WfbM to the general labour market, the budget for training (§ 61a SGB IX) was introduced as a further benefit (Relatives Relief Act of 10/12/2019, BGBl. I p. 2135).

1.2.4 Slovenia

After the ratification of the CRPD on 24/04/2008, Slovenia has taken many steps to further develop legislation for persons with disabilities.

The Ministry of Labour was designated as the central contact point for issues related to the implementation of the Convention (focal point). The Council of the Government of the Republic of Slovenia for Persons with Disabilities was established as an "independent tripartite body whose members are representatives of relevant disability organizations, representatives of professional associations in the field of disability insurance and representatives of the government" (Initial Report Slovenia, 18/07/2014, p. 65, no. 262, 263).

With the aim of achieving the principles of social justice and equal opportunities for all, the first Action Program for Persons with Disabilities was adopted back in 2006. The current action program covers the period from 2022 to 2030 and includes 13 basic goals and 120 measures that comprehensively regulate all areas of the lives of people with disabilities (National report Slovenia, p. 6, 7).

The concept of disability corresponds to the understanding of disability in the CRPD. The status of a person with disability is granted on the basis of various laws. This is because in Slovenia the rights of persons with disabilities are regulated in various laws (National report Slovenia, p. 7).

In this context, the Law on Equality of Persons with Disabilities (ZZRZI, 2004) and the Law on Social Inclusion of Persons with Disabilities (ZSVI, 2019) are particularly noteworthy. Improving the employability of people with disabilities and creating conditions for their equal integration into the labour market by removing barriers and creating equal opportunities are the goals of the ZZRZI. A quota system has been introduced for employment in the regular labour market. Furthermore, the law regulates supportive as well as protective employment as possible measures for the integration of persons with disabilities into the labour market and, finally, the assessment of their work and employability skills. The employment service decides whether the person is recognized as a person with disabilities and can be employed - according to his or her abilities - in a normal job or in supported or sheltered employment. A person who has acquired the status of a person with disabilities under the provisions of the ZSVI receives disability benefits. The law thus creates the conditions for people with severe forms of disability to participate in life in society as independently and equally as possible. At the same time, the right to social benefits is intended to secure their livelihood (National report Slovenia, p. 7, 8).

1.2.5 Comparative summary

All countries involved in the research have ratified the CRPD, so the CRPD is legally binding in these countries.

Based on Art. 33 para. 2 CRPD, the Interfederal Center for Equal Opportunities and the Fight against Racism and Discrimination was established in Belgium. Within this centre, the Service for the Rights of Persons with Disabilities (UNIA) is responsible for the affairs of disabled people. In addition, a monitoring committee composed of social partners, representatives of academia and disability associations ensures that people with disabilities are involved in matters that affect them. In Cyprus, the Department for the Social Inclusion of Persons with Disabilities, established in the Ministry of Labour, Welfare and Social Insurance, is responsible for the implementation of the CRPD. Three action plans have been established so far to promote the realization of the rights as well as improvement of the quality of life of persons with disabilities through various measures. In Germany, the Independent Monitoring Body is responsible for the implementation of the CRPD as well as protection of the regulated rights of persons with disabilities and monitoring their compliance. With the National Action Plan 2.0 on the CRPD, the employment of persons with disabilities in the general labour market is established as a priority goal. In Slovenia, the Council of the Government of the Republic of Slovenia for Persons with Disabilities has been established on the basis of Art. 33 para. 2 CRPD. The ratification of the CRPD led, as in Belgium, to the further development of legislation concerning persons with disabilities.

It should be noted that the ratification of the CRPD in all countries has increased awareness of the concerns of persons with disabilities and led to the development of various measures for the implementation of the rights of persons with disabilities. All four countries have finally submitted State Reports in accordance with the obligation under Art. 35 CRPD (Initial Report Belgium 28/07/2011, Initial Report Cyprus 02/08/2013, Initial Report Germany

19/09/2011 and Combined Second and Third Report 25/09/2019, Initial Report Slovenia 18/07/2014, to be found at: <https://tbinternet.ohchr.org/>).

2 Participation in working life of people with intellectual disabilities

2.1 Definition of people with intellectual disabilities

2.1.1 Belgium

According to Art. 1 CRPD, persons with disabilities include "people who have long-term physical, mental, intellectual or sensory impairments which, in interaction with various barriers, may prevent them from participating fully, effectively and equally in society." Based on this broad understanding of disability, the DSL determines the PmU's support needs using a screening tool consisting of 43 categories based on the WHO International Classification of Functioning, Disability and Health. The tool includes work-related factors and assessments, as well as environmental and personal factors. For the screening, the PmU is interviewed on several dates for 1-2 hours, depending on the specific case and bio-psycho-social condition. In addition to the instrument, other sources such as family, former employer, even teachers if the person is very young, may be included. The goal of the interview is to decide whether the person with disabilities is entitled to assistance. The person with disabilities then decides whether to be supported in a sheltered workshop or to take up a job with an employer in the regular labour market (National report Belgium, p. 13 ff.).

2.1.2 Cyprus

The legislation concerning persons with disabilities does not distinguish between the individual types of disabilities, so the legal bases presented are also applicable to persons with intellectual disabilities. Moreover, the rights of persons with intellectual disabilities are separately regulated in the Laws on Persons with Intellectual Disabilities of 1989 and 2018 (Law 117/1989 and 11(I)2018), which guarantee the rights of persons with intellectual disabilities to social security, social assistance, education and vocational rehabilitation. A person with an intellectual disability according to the aforementioned laws is "a person who has long-term mental disorders which, in interaction with various barriers, may prevent his or her full and effective participation in society on an equal basis with others" (Cyprus National report, p. 8).

In order to implement the rights of people with intellectual disabilities, the Committee for the Protection of People with Intellectual Disabilities (CPPID) is established. The Committee is in charge of registering people with intellectual disabilities, monitoring their problems, in addition to evaluating and designing national programs that deal with the rights of this group of people. Finally, the CPPID publishes annual reports describing its findings (National report Cyprus, P. 8).

2.1.3 Germany

The SGB IX defines people with disabilities in § 2 para. 1 sentence 1 as follows: People with disabilities are people who have physical, mental, intellectual or sensory impairments which, in interaction with attitudinal and environmental barriers, are likely to prevent them from participating in society on an equal basis for longer than six months. Such an impairment is assumed if the physical and health condition deviates from the condition typical for the person's age (sentence 2). A threatening disability is also covered (sentence 3).

This definition is based on the so-called bio-psycho-social model of the ICF (International Classification of Functioning, Disability and Health) (BT-Drs. 10/5701, p. 9; BT-Drs. 18/9522, p. 227).

There is no specific legal definition of mental disability. Abilities in the cognitive, psychomotor and intellectual area are regarded as mental abilities. A low intelligence quotient is therefore assumed to be an indication of a disturbance of mental abilities and consequently of a mental disability (Luthe in: Schlegel/Voelzke, jurisPK-SGB IX, 3rd ed., § 2 SGB IX Rdn. 65, as of: 10.11.2022).

People with severe disabilities are those who have been determined to have a degree of disability of at least 50 (Section 2 (2) SGB IX). For example, employers with a company size of 20 jobs or more are obliged to fill at least 5% of the jobs with people with severe disabilities (Section 154 (1) SGB IX).

2.1.4 Slovenia

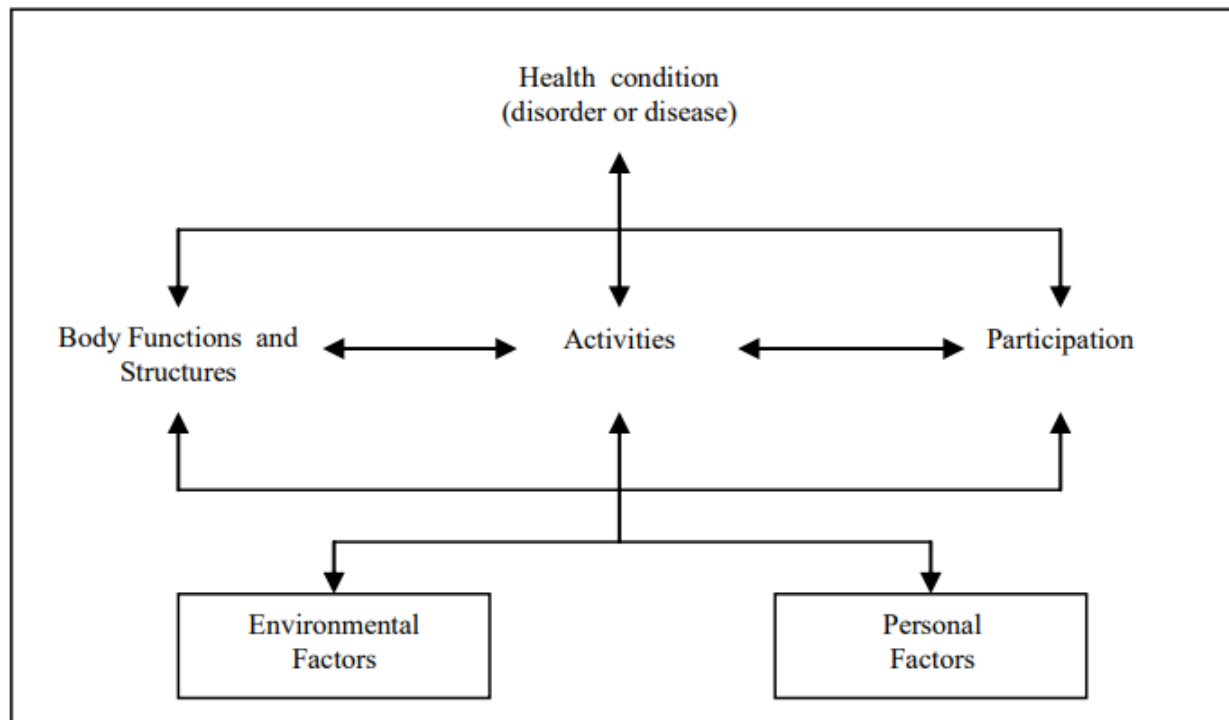
The understanding of disability does not differ from the definition of the CRPD (National report Slovenia, p. 11). In the case of intellectual disability, which manifests itself in significantly reduced intellectual abilities and significantly reduced adaptive skills, a distinction is made between people with mild intellectual disabilities, people with moderate intellectual disabilities, people with severe intellectual disabilities and people with the most severe intellectual disabilities, depending on the degree of impairment and the ability to perform and socialize (National report Slovenia, p. 9, 10).

The percentage of people with intellectual disabilities is assumed to be about 1%, of which 85% have mild impairments (IQ 51-70), 10% have moderate impairments (IQ 35-50), 4% have severe impairments (IQ 21-35), and 1-2% have the most severe impairments (IQ < 21) (National report Slovenia, p. 10).

2.1.5 Comparative summary

The understanding of disability corresponds to the understanding of the CRPD, i.e. the national states have adopted the definition of disability in the CRPD into national law. The basis is the ICF:

Figure 1: "Functional health" and contextual factors



Source: World Health Organization, 2001, p. 18

In Belgium, the competent authority, DSL, determines the existence of a disability using a screening tool consisting of 43 categories. The result of the screening indicates whether the person with a disability is supported in a sheltered workshop or can be employed in the general labour market, taking into account the wishes of the disabled person. In Slovenia, a distinction is made between people with mild, moderate, severe and most severe intellectual disabilities, depending on the severity of the impairment present. The determined degree of mental disability is decisive for the support to be granted. Separate legislation for people with mental disabilities does not exist in Belgium, Slovenia and Germany, unlike in Cyprus. In Cyprus, on the one hand, there is legislation regulating the rights of persons with intellectual disabilities, in which the rights of persons with intellectual disabilities to social security, education and vocational rehabilitation are regulated. On the other hand, a committee has been established which is responsible for the protection of persons with intellectual disabilities and in this context develops programs to promote the participation of persons with intellectual disabilities. This special legislation, as well as the various institutions, is intended to meet the special needs of people with intellectual disabilities.

As a result, the presence and degree of mental retardation are determined on the basis of the determined intelligence quotient. The ICD-10, categories F70-F79, serves as a template here.:

Table 4: ICD-10/Version 2016 categories F70-F79

Category	Extent of impairment of behaviour	Description
F70.-	Mild mental retardation	<p>Approximate IQ range of 50 to 69 (in adults, mental age from 9 to under 12 years). Likely to result in some learning difficulties in school. Many adults will be able to work and maintain good social relationships and contribute to society.</p> <p>Incl.: feeble-mindedness mild mental subnormality</p>
F71.-	Moderate mental retardation	<p>Approximate IQ range of 35 to 49 (in adults, mental age from 6 to under 9 years). Likely to result in marked developmental delays in childhood but most can learn to develop some degree of independence in self-care and acquire adequate communication and academic skills. Adults will need varying degrees of support to live and work in the community.</p> <p>Incl.: moderate mental subnormality</p>
F72.-	Severe mental retardation	<p>Approximate IQ range of 20 to 34 (in adults, mental age from 3 to under 6 years). Likely to result in continuous need of support.</p> <p>Incl.: severe mental subnormality</p>
F73.-	Profound mental retardation	<p>IQ under 20 (in adults, mental age below 3 years). Results in severe limitation in self-care, continence, communication and mobility.</p> <p>Incl.: profound mental subnormality</p>
F78.-	Other mental retardation	<p>This category is to be used only when the assessment of intelligence impairment by standard procedures is particularly difficult or impossible because of concomitant sensory or physical impairments, as in the case of blind, deaf-mute, severely behaviourally impaired, or physically handicapped persons.</p>
F79.-	Unspecified mental retardation	<p>A reduction in intelligence according to the above categories is not possible. Mental disability and deficits, but without further details.</p>

Source: WHO, 2016

2.2 Sheltered workshop system

2.2.1 Belgium

The legal basis for the establishment of sheltered workshops (Entreprises de Travail Adapté) and the National Fund for the social reclassification of people with disabilities was created in 1963 with the Royal Decree on the social integration of the disabled. The National Fund was given the task of identifying disabled people for social reinsertion with the possibility of finding employment. In this context, the sheltered workshops started their work in 1964. People with disabilities were to be offered not only the possibility of taking up meaningful and rewarding work under medical and vocational care, but also, as far as possible, the transition to normal employment. In order to be approved and subsidized, sheltered workshops had to meet the requirements standardized in the law, namely (National report Belgium, p. 16):

- People with disabilities supported in sheltered workshops should be registered with the National Fund (i.e. have a mental disability of more than 20% or a physical disability of more than 30%) and be temporarily or permanently unable to work in a normal work environment because of the nature or degree of their disability;
- they must be given the opportunity for useful and profitable work as well as for vocational adaptation and advancement and, as far as possible, access to regular employment,
- sheltered workshops must have professionally qualified supervisory staff; and
- people with disabilities must be employed on the basis of an employment contract and have adequate health and safety conditions.

The access requirements were concretized by decree in 1995 to the effect that a person was disabled if he or she had "a significant limitation in his or her ability to integrate socially or professionally due to a change in his or her mental, sensory, or physical abilities that requires intervention by society" (Belgium National report, p. 17).

In the DG, three sheltered workshops started their work in 1972. In 1978, the managers of sheltered workshops joined forces and founded EWETA, an association representing the interests of their companies on a legal, economic and social level (National report Belgium, p. 16).

As social enterprises, sheltered workshops must generate 70% of their financial requirements themselves. Only 30% of the financial needs are covered by the DSL (National report Belgium, p. 17). The progressive professionalization of the corporate structure and management has enabled the sheltered workshops to reorient themselves with a strong diversification of services and ever new product ranges. Thus, the three workshops in the DG employ not only people with disabilities, but also people with other placement barriers, such as mental problems and migrants with working permits. This allows additional production groups to be set up and new fields of work to be developed. As a further service, the sheltered workshops offer so-called external groups, which support public or private companies at their location (National report Belgium, p. 18). This service has become an integral part of the service, assembly and packaging activities of some companies in the region (<https://www.bweupen.be/dienstleistungen/aussengruppen/>).

People with disabilities have the status of employees in sheltered workshops and receive a minimum wage like all other employees. They are also represented in the company by a works council and a trade union representative. Subsequently, sheltered workshops, as specialized social economy institutions, form one of the two pillars of

employment policy for people with disabilities, alongside supported employment in the private sector, and are provided with additional funding by the Directorate General (National report Belgium, p. 18). On the one hand, these grants pay for the wage costs of staff, the costs of training departments, subsistence allowances and wage subsidies for people with disabilities. On the other hand, these funds also cover other job creation measures for people with multiple placement barriers (National report Belgium, p. 18).

2.2.2 Cyprus

In Cyprus, sheltered workshops are run by certified non-governmental organizations (NGOs) and other smaller organizations. In addition, the Centre for Vocational Rehabilitation of Persons with Disabilities (CVRPD), which is a state organization under the Department of Social Inclusion of Persons with Disabilities, manages two sheltered workshops. Legally determined purpose of CVRPD is to promote vocational training and employment of people with disabilities through special programs. The content of these programs is, for example, the establishment and operation of production workshops (as sheltered workshops) inside and outside the centre, as well as elaboration of employment measures in the open labour market. NGOs also support people with disabilities in sheltered workshops among other programs, with the aim of transition to the open labour market, such as supported employment or pre-vocational training. Depending on the needs and the available capacities, they determine the admission requirements, because there is no specific legislation for the establishment of sheltered workshops. These admission requirements may include the place of residence of the supported person, age, degree of disability, and the capacity of the organization (National report Cyprus, p. 9).

2.2.3 Germany

In the Federal Republic of Germany, there are numerous workshop providers, mostly in the form of a non-profit limited liability company, whose shareholders are, for example, Diakonisches Werk, Caritas and Lebenshilfe für geistig behinderte Menschen. With an organization degree of 93%, a large part of the workshops for people with disabilities - WfbM (approx. 700 main workshops with 3000 locations) are united in the Bundesarbeitsgemeinschaft Werkstätten für behinderte Menschen - BAG WfbM - e.V., which was founded as a non-profit association in 1975 as a nationwide representation of interests of the workshops (cf. BAG WfbM, Annual Report 2021, p. 37). As of 01.01.2020, 317,680 people with disabilities are supported in WfbM, of which 237,949 are people with intellectual disabilities (<https://www.bagwfbm.de/category/34>).

The WfbM require recognition, for which the Federal Employment Agency (BA) is responsible in agreement with the providers of integration assistance. The BA is also obliged to keep a register of recognized WfbM (cf. § 225 SGB IX, 2022). Only those facilities that meet the legal requirements in § 219 SGB IX and the requirements of the Workshops Ordinance (WVO) in §§ 1-16 may be recognized as workshops (§ 17 para. sentence 1 WVO).

The WfbM is a facility for the participation of people with disabilities in working life. As a consequence, a WfbM must have "the widest possible range of vocational training and workplaces" as well as "qualified staff and an accompanying service" (§ 219 para. 1 sentence 4 SGB IX). In principle, there is an entitlement to support as well as an admission obligation for recognized WfbM (cf. § 220 SGB IX) if the legally standardized performance requirements are met. First of all, due to the nature or severity of the disability, training or taking up a job on the general labour market must not, not yet or not yet again be an option for the person with disabilities (§ 219 (1) sentence 2 SGB IX).

Other support measures for participation in working life, such as individual in-company qualification as part of supported employment, may also not be considered. That is, persons who meet the requirements for admission to a workshop cannot be supported with the supported employment measure (BA, Fachliche Weisung zu § 55 SGB IX, p. 6, as of 12/2021). Another personal prerequisite for admission to a sheltered workshop is whether the person with disabilities can be expected to produce at least a minimum level of economically viable work performance at the latest after participating in measures in the vocational training area. In addition, the person must be capable of social interaction and not in need of extraordinary care. The decision as to whether or not a person is capable of working in a workshop is made, for example, by the Federal Employment Agency as the rehabilitation agency responsible for services for participation in working life, with the help of the special aptitude-diagnostic procedure "Diagnosis of the working ability of particularly affected disabled people" (DIA-AM). This procedure is used to determine whether, in particular, people with learning disabilities bordering on a mental disability, people with mental disabilities bordering on a learning disability, or people with lasting mental disorders and/or behavioral problems are supported in a workshop or with measures on the regular labour market (BAGüS 2021, 5.3.).

The WfbM is divided into three service areas: Initial training, vocational training area and work area. People with disabilities who are employed in the work area of a WfbM have a legal relationship similar to that of an employee, provided they are not employees. The WfbM pays an appropriate remuneration from its work result, i.e. from the difference between the earnings and the necessary costs of running the workshop's work area (cf. § 221 SGB IX). The responsible rehabilitation agencies pay appropriate remuneration for the support of people with disabilities in the work area of a WfbM, which covers the costs associated with the economic activity, insofar as these exceed the costs that normally arise in a commercial enterprise, as well as necessary costs that arise in the performance of tasks. In addition, employees receive the work promotion allowance as a social benefit from the responsible rehabilitation provider (cf. § 59 SGB IX). In 2021, the earnings of people with disabilities who were employed in the work area of a WfbM amounted to approx. 212 Euros (BAG WfbM 2022).

2.2.4 Slovenia

In Slovenia, there is no uniform legislation regulating the participation of persons with disabilities in working life. Rather, the promotion of employment of persons with disabilities is regulated in various legal acts that are independent of each other. In addition to compliance with the CRPD, these include the Vocational Rehabilitation and Employment of Persons with Disabilities Act, the Employment Relations Act, the Social Security Act, the Pension and Disability Insurance Act, the Social Entrepreneurship Act and the Social Inclusion of Persons with Disabilities Act (National report Slovenia, p. 11).

Depending on the support needed and the degree of impairment present, participation in working life of persons with disabilities, including persons with intellectual disabilities, can be promoted in the form of supported employment, sheltered employment, through social inclusion programs, and in sheltered employment centers. In supported employment and in sheltered employment programs, people with mild intellectual disabilities can be supported. The most widespread form of employment, on the other hand, is the sheltered employment model, while admission to a social inclusion program is considered for those persons who are qualified as not employable (National report Slovenia, p. 11).

Among the forms of sheltered employment can be classified sheltered companies, which have experienced regulations in the ZZRZI. This form of company emerged from workshops for disabled people in 1988 and, as a

company in the social economy, represents an important employment opportunity for people with disabilities. Financing is provided in part through government subsidies. Wage tax or contributions to social insurance for employees with disabilities are not paid. In these companies, people are supported who cannot be employed in a job on the regular labour market. At least 40% of the employees must be people with disabilities. For supervision, one specialist must be employed from a number of three people with disabilities. In the case of larger companies, one specialist is responsible for 20 supported persons at a time. In Slovenia, there are 158 companies for people with disabilities (National report Slovenia, p. 13, 14).

In connection with the sheltered companies, it is worth mentioning the employment centres, which started their work in 2006. People with disabilities are admitted to employment centres if they are able to achieve 30% to 70% of the expected work results. Financing is provided by public funds. Production work, such as making paper packaging or carpentry, and services, such as data entry, are performed. There are 67 employment centers in Slovenia (National report Slovenia, p. 14).

A large proportion of people with intellectual disabilities who have extensive assistance needs are supported in centres for protective work (VDC). The services provided by the sheltered work centres in the form of accommodation, meals, technical assistance, transportation and social care are financed by public funds. In this regard, this supported employment under special conditions includes such forms of work that enable the beneficiaries to maintain acquired knowledge and develop new skills. The care, protection and employment under special conditions is provided in a holistic and individualized manner, taking into account the needs of the supported person. To implement employment under special conditions VDCs use various forms and programs. In this context, the so-called integrated employment should be emphasized, in which the person with disabilities is employed in a normal working environment and is supported in this by specialized personnel of the VDC on the basis of an individual plan. This form of employment, which according to a 2015 survey is implemented by 34% of VDCs, has benefits for people with intellectual disabilities, such as desegregation, strengthening of the social network, development of work skills, greater self-confidence, independence and personal responsibility (National report Slovenia, p. 15 ff.).

2.2.5 Comparative summary

In Germany, the admission, organization and structure of WfbM and the group of persons entitled to benefits are comprehensively regulated by law and the relevant ordinance. The respective rehabilitation provider decides whether the admission requirements for a WfbM are met. If the requirements are met, then there is an obligation to admit the person. For example, the Federal Employment Agency, as the rehabilitation agency responsible for benefits for participation in working life, must use the special aptitude diagnostic procedure "Diagnosis of the Working Ability of Particularly Affected Disabled People" (DIA-AM) to determine whether, in particular, people with learning disabilities bordering on a mental disability, people with mental disabilities bordering on a learning disability, or people with lasting mental disorders and/or behavioural problems are supported in a workshop or with measures on the regular labour market. The persons supported in a WfbM are not employees. Only the group of persons supported in the work area of a WfbM is qualified as similar to employees. This group of persons receives an appropriate remuneration, which is paid from the work results of the WfbM. Thus, WfbM must be organized in a business-like manner and strive for economic work results, whereby the responsible rehabilitation providers assume the costs in connection with the economic activity, insofar as these go beyond the costs that normally arise in a commercial enterprise.

In the German-speaking community in Belgium, there are three sheltered workshops that also employ people with other placement barriers. The sheltered workshops must generate 70% of their financial needs themselves, while 30% is covered by the competent authority, DSL. From the result of the economic activity, the employed people, who have the status of workers, are paid a minimum wage. In addition, state subsidies are paid, with which the workshops, as social enterprises, finance e.g. the wage costs for the staff. In recent years, workshops have expanded the group of people to be supported to include people with other placement barriers. The reason for this is seen in the fact that the DSL focuses on the promotion of people with disabilities on the regular labour market and that the workshops, like other commercial enterprises, have to make a profit and therefore hire good workers (National report Belgium, p. 26).

In Cyprus, sheltered workshops are run by certified NGOs. The employment of disabled people takes place on the basis of various support programs. The goal is transition to the general labour market, e.g., with pre-vocational training measures or supported employment. Two sheltered workshops are run by the Center for Vocational Rehabilitation of People with Disabilities as a state organization and on a legal basis.

In Slovenia, the participation of people with disabilities in working life is regulated by various legal acts and in different organizational forms, which are financed by public funds. People with intellectual disabilities with special assistance needs are mainly supported in centres for sheltered employment (VDC) with the measure of so-called integrated employment. On the other hand, people with mild intellectual disabilities can be supported with protective employment programs and the supportive employment. It can be concluded that access to participation in working life for people with intellectual disabilities is unevenly structured depending on the extent of the disability.

It can thus be seen that a system of sheltered workshops for people with disabilities is established in all four countries. The task of sheltered workshops is to ensure participation in working life. As a rule, the sponsors of sheltered workshops are non-profit organizations. Compared to other types of disabilities, mostly people with intellectual disabilities are supported in sheltered workshops with the primary goal of transition to the general labour market. The organization and legal basis of sheltered workshops are regulated in different ways.

2.3 Vocational training concept in sheltered workshops

2.3.1 Belgium

The training departments in the sheltered workshops are intended to prepare people with disabilities to take up gainful employment and have their basis in the 1997 Decree of the German-speaking Community on the Establishment of Training Departments in the Sheltered Workshops. Upon admission to the sheltered workshop, supported people with disabilities pass through all departments as part of a practical training period, with the aim of identifying their interests and abilities. Within the framework of the support, not only professional skills are taught, but also social skills such as motivation, interest, social behaviour, communication skills and independence, which are essential for working life and broadening horizons. The status of an intern can last up to three years. Funding is not based on an employment contract; funding is provided by the DSL or the pension fund. If other funds are available, they can remain in a permanent internship and do simple work for the sheltered workshop, such as laundry, cooking, or work in a creative workshop. An acceptance into the production can take place if the capacity is

available. A transition to the primary labour market is also possible, organized by the DSL (National report Belgium, p. 19).

2.3.2 Cyprus

The provision of vocational training is supported by legislation and by the Department for Social Inclusion of Persons with Disabilities, as well as by the programs provided by the Organization for Vocational Development and Rehabilitation. These include the Special Fund of the Center for Vocational Rehabilitation of Persons with Disabilities under the Law of 2000 and the Amending Law (Law 102 (I) 2010), which supports the provision of vocational training alongside sheltered workshops. In addition, the Vocational Training Grants Program provides funding of up to 5,000 euros per program to registered non-profit organizations that provide or facilitate a vocational training activity for people with disabilities. The vocational training programs funded through this program aim to train professionals who support or facilitate vocational training for people with disabilities (Cyprus National report, p. 10).

Finally, many of the vocational training measures that take place alongside or within sheltered workshops are financed through the vocational training plan. Under this program, people with disabilities can apply for financial support of up to 1708 euros to attend a training course of their choice, provided that this increases their chances of employment. These programs can last up to six months and should take place in a suitable facility, provide content tailored to the needs of the individuals concerned, and issue an appropriate certificate upon completion. The prerequisite is that the person receiving support has not received such support in the last three years and provides a reference letter from the attending physician (National report Cyprus, p. 10).

2.3.3 Germany

The legal requirements for the support of people with disabilities in the initial training and the vocational training area of a recognized WfbM can be found in the SGB IX and in the Werkstättenverordnung (WVO). The benefit laws of the respective rehabilitation providers do not contain any regulations on support in a recognized sheltered workshop, but refer to the regulations of SGB IX. In addition, the workshop recommendations of the Federal Working Group of the Non-Local Providers of Social Welfare and Integration Assistance - BAGÜS (current status: March 1, 2022) as well as the BA's specialist concept for the entrance procedure and vocational training area of a WfbM (can be found at: https://www.arbeitsagentur.de/datei/dok_ba013436.pdf) must be observed for support in the entrance procedure and vocational training area of a recognized WfbM.

The WfbM must have appropriately qualified specialist staff to support people with disabilities, whereby the number of specialists for work and vocational support depends on the number and composition of people with disabilities as well as the type of employment and the technical equipment of the work area. Accompanying services provide educational, social and medical care for people with disabilities according to their needs.

The initial procedure with a duration of three months serves to determine whether the WfbM is the suitable facility for participation in working life and which areas of the WfbM as well as services for participation in working life can be considered for the person with disabilities. An integration plan must also be drawn up (§§ 57 Para. 1 No. 1 SGB IX, 3 Para. 1 WVO). The responsibility for the preparation of an individual integration plan lies with the educational

supervisor, who is to be appointed for the supported person with disabilities and is responsible for the integration and educational process.

Support in the vocational training area for a period of two years of a WfbM pursues the purpose of developing, improving or restoring the performance or earning capacity of the person with disabilities as far as possible. However, it must be possible to expect that the person with disabilities, after participating in services in the vocational training area, is able to perform at least a minimum level of economically viable performance (§ 57 Para. 1 No. 2 SGB IX). Support in the vocational training area is provided in accordance with the needs of the person receiving support through individual measures and training courses (§ 4 Para. 1 WVO). Measures in the vocational training area of the WfbM are in principle not vocational training in a recognized training occupation (Luik in: Schlegel/Voelzke, jurisPK-SGB IX, 3rd ed., § 57 SGB IX Rdn. 53, as of 15.01.2018). However, in some WfbM it is possible to complete a recognized vocational training with a final chamber degree. In order to make it possible for people with disabilities to take up vocational training that is subject to social insurance contributions, the German legislator has also created the budget for training. This benefit is intended to enable people with disabilities who are entitled to support in a workshop to complete recognized vocational training with a private or public employer by assuming the training allowance as well as other costs that become necessary in connection with the disability (§ 61a SGB IX).

People with disabilities who are supported in the initial process and in the vocational training area of WfbM are neither employees nor similar to employees, but have the status of rehabilitants. However, principles of labour law concerning the protection of personality, limitation of liability as well as the legal regulations concerning occupational health and safety, protection against discrimination in employment and occupation, recreational leave and equal rights for men and women apply accordingly (cf. § 52 SGB IX). The respective competent rehabilitation institutions provide the relevant social benefits. To ensure subsistence, there may be a claim to training allowance (§ 67 (5) SGB IX). For example, in the case of the BA's responsibility for measures in the entry procedure or vocational training area of a WfbM, the training allowance amounts to 126 euros per month (§ 125 SGB III).

2.3.4 Slovenia

Vocational rehabilitation includes services provided in accordance with ZZRZI regulations with the aim of training a person with disabilities for suitable work, employing him/her, keeping or advancing in his/her job, or changing his/her career. In this regard, the process of rehabilitation is divided into two phases. In the first phase, the professional and social ability, potential, interests and any barriers to inclusion, as well as relevant factors in the environment and opportunities for inclusion in employment and education of the person to be supported are identified and assessed. The duration is set at 15 to 90 hours per person. This phase also aims to determine whether there is any need for further vocational rehabilitation services. The second phase of the process focuses in particular on improving social skills, developing constructive behaviour patterns, improving self-image, expanding the social network and reducing social isolation (National report Slovenia, p. 19, 20).

After the completion of vocational rehabilitation, an evaluation of the employment possibilities of the supported person is carried out. People with disabilities, whose working capacity is more than 30%, are eligible for (National report Slovenia, p. 20):

- Employment in a normal work environment (above 95%),
- Employment in a sheltered company (between 70% and 95%),

- Supportive employment (between 70% and 95%),
- Protective employment in an employment center, can also be on a protective job in a sheltered companies (between 30% and 70%)

2.3.5 Comparative summary

In Belgium, people with disabilities are prepared for gainful employment in training departments of sheltered workshops. On admission to a sheltered workshop, people with disabilities undergo all areas of the workshop as part of an internship lasting up to three years. They are taught not only vocational skills, but also social skills. Depending on their performance, they can then transfer to the general labour market or join the workshop's production department.

The system in Germany is similar. Comparable to the internship in Belgium are the measures in the entrance procedure and vocational training area of a WfbM. The entrance procedure, which usually lasts three months, serves to determine which areas of the WfbM and which services can be considered to support the person. The measures in the vocational training area for a period of two years are intended to develop or improve the performance and earning abilities of the disabled person. The basis of the support in both countries is not an employment contract, but the measures are supported by the respective competent authority. In Germany, for example, the people supported in the initial training and the vocational training area of the WfbM receive social benefits to cover their living expenses.

In Cyprus, the vocational training measures for people with disabilities in sheltered workshops, which last up to six months and are completed with a certificate, are funded through the Vocational Training Plan.

In Slovenia, vocational rehabilitation of people with disabilities is divided into two stages. The first stage, with a duration of 15 to 90 hours, is primarily aimed at teaching vocational and social skills, while the second stage focuses on improving social skills. Vocational rehabilitation ends with the evaluation of employment opportunities for the person concerned.

The support of people with disabilities in sheltered workshops is designed differently in the four countries. The common feature, however, is that people with disabilities in sheltered workshops are prepared for permanent participation in working life according to their capabilities by learning the necessary vocational and social skills on the basis of various programs and concepts. A statement about whether to remain in sheltered forms of employment or transition to the general labour market is made only after completion of the vocational training measures. The measures are usually financed by public funds. Finally, the educational measures in sheltered workshops do not constitute recognized vocational training. Such training can only take place with an employer on the general labour market. This requires further incentives for employers to encourage them to hire people with disabilities to complete vocational training. In Germany, for example, the Budget for Training was introduced to enable people with disabilities who are workshop-eligible to receive vocational training with a private or public

employer that is subject to social insurance contributions. With this benefit, the training allowance as well as other costs that become necessary in connection with the disability are covered (§ 61a SGB IX).

2.4 Counselling guidance concept in sheltered workshops

2.4.1 Belgium

The training departments in the sheltered workshops are designed to be flexible. Each person with impairment is individually supervised during the internship so that a customized training can be guaranteed as a building block for a self-determined life in society. This ensures that the complex needs as well as the strengths and weaknesses of each individual person with impairments are addressed (National report Belgium, p. 19).

In the decree from 1997, the following is presupposed in this context (National report Belgium, p. 19),

- that a registration with the DSL is required, which is valid for twelve months,
- that there is one full-time instructor per group of eight people with disabilities,
- that the training is carried out by specialized personnel with basic pedagogical training, and
- that the training program provides targeted support to the person with disabilities, starting from their abilities and interests, in order to achieve employment in the workshop.

2.4.2 Cyprus

In order to assist people with intellectual disabilities in making decisions about their advancement in sheltered workshops, a number of organizations provide counselling services. Of particular note is the Supported Employment Program, which is considered the most important and widespread face-to-face counselling service for people with disabilities in Cyprus and is funded annually to employ a professionally qualified job coach at a cost of 13,500 euros. The job coach supports five to ten individuals and provides the initial link to a potential employer in the open labour market. During the subsequent employment period, the job coach provides further support and guidance to the sponsored person as needed (National report Cyprus, p. 10, 11).

The evaluation of this program in the 2004 report of the Committee for the Protection of Persons with Intellectual Disabilities showed that in 2003, approximately 150 persons, mainly with intellectual disabilities, obtained employment through the program, while in 2011, 22 projects were funded, resulting in the employment of 246 persons. In addition, evidence shows that the program was rated effective by 69% of employers and 85% of employees. The disadvantages of the program included workers' dissatisfaction with earnings and working hours, as only 32% of workers worked more than 25 hours per week. Finally, 40% of respondents were dissatisfied with the workplace (Cyprus National report, p. 11).

2.4.3 Germany

The counselling of the persons with disabilities participating in a measure in the WfbM on the part of the WfbM is not regulated separately. Continuous counselling can follow from the fact that the participating persons with disabilities are to be provided with an educational companion who, in addition to drawing up the integration plan, is also responsible for the entire process of education and integration. In addition, social service providers and thus rehabilitation providers who support measures in WfbM have a fundamental obligation to provide advice. Within their legal responsibility, they have to advise persons entitled to social benefits about their rights and obligations (§ 14 SGB I). The SGB IX also recognizes the so-called complementary and independent of service providers and service providers participation counselling (§ 32 ff. SGB IX). In order to support people with disabilities and people at risk of disability as well as their relatives to realize their rights to equal opportunities, self-determination, independent life planning and individual participation services, providers of counselling services receive a subsidy, § 1 para. 2 Teilhabeberatungsverordnung/EUTBV (for the respective providers including the counselling services see counselling services of the EUTB 2023). Finally, the Federal Employment Agency is obligated to provide career counselling as well as placement services for training and job seekers (§§ 29, 35 SGB III), which are among the core competencies of the employment services.

2.4.4 Slovenia

During the support in sheltered forms of employment, people with intellectual disabilities are supported through targeted counselling and mentoring concerning the areas of work and social skills. The contents include (National report Slovenia, p. 21)

for the work area:

- integration into work and society and prevention of social exclusion,
- the development of the individual's work potential and the possibility to reconsider the assessment of employability,
- maintaining, nurturing and developing work skills, habits and abilities,
- obtaining and maintaining the ability to work, work endurance and carrying capacity,
- improvement of attention, concentration and accuracy at work,
- strengthening the responsible attitude to work.

for the social sector:

- maintaining, expanding and extending the social (support) network,
- development of greater competence in crisis and conflict situations,
- empowerment of the individual in all areas of life,
- developing and improving social skills, communication skills, and coping with stress and strain factors,
- development of the adaptability of the personality, growth of the personality,
- development/strengthening of independence, initiative and more activity in changing one's own life situation.

Each individual is evaluated by specialized staff in terms of progress in his or her professional and social integration on the basis of an individual plan in which the goals are specified (National report Slovenia, p. 23).

2.4.5 Comparative summary

In Belgium, people who are supported in the training departments of sheltered workshops receive individual support as part of the work placements to be completed. In Cyprus, a number of organizations provide counselling services for people with disabilities who can be supported in sheltered workshops. Under the widespread supported employment program, this task is performed by professionally qualified job coaches, whose employment is co-financed by government grants. In Germany, social welfare authorities are obliged to provide counselling to people entitled to benefits. In the area of participation of people with disabilities, the law also recognizes independent participation counselling. In Slovenia, the counselling of people with intellectual disabilities is also ensured through individual counselling and mentoring.

Thus, it can be stated that the counselling of people with disabilities who are supported in sheltered workshops is secured in various forms and based on special concepts.

2.5 Transitions from sheltered workshops to the labour market

2.5.1 Belgium

At the end of the support in the training department of a sheltered workshop, a final assessment is carried out with the aim of finding out how the participation of the person with disabilities in working life can take place, namely whether employment on the open labour market or another form of employment can be considered, an employment relationship with the workshop can be established or a long-term internship should be sought because sufficient performance for employment on the open labour market has not yet been achieved. Another alternative is admission to the employment and support area of a sheltered workshop if the supported person has an increased need for care and assistance (National report Belgium, p. 19 ff.).

2.5.2 Cyprus

Specific laws, regulations or programs that promote the transition from sheltered workshops to the labour market do not exist in the Republic of Cyprus. Nevertheless, the transition from sheltered workshops to the labour market is strongly advocated by organizations working for equal opportunities and the inclusion of people with disabilities in social life (National report Cyprus, p. 11).

Instead, the transition to the regular labour market is promoted by various programs designed to encourage employers in particular to hire people with disabilities. In this context, the incentive scheme for the employment of people with disabilities in the private sector is particularly noteworthy. This program ran in 2014-2020 and provided incentives for the employment of 135 people. It was implemented again by the Ministry of Labour for 2021 with a total budget of 2,000,000 euros to support 100 people. The goal of the program is to encourage employers to hire people with disabilities, despite fears that hiring them could involve high additional costs. The program subsidizes

the employment of people with disabilities with 48 euros per working day for a maximum period of 24 months. Among the additional requirements of the fund is the condition that the applicant must be a person with disabilities as well as registered unemployed before applying, not be employed by a family member, and not be self-employed. The job to be filled by the person with disabilities must also be advertised through the public employment service before the application is submitted (National report Cyprus, p. 12).

2.5.3 Germany

In principle, it is the task of the WfbM to promote the transition of suitable persons to the general labour market through appropriate measures (§ 219 para. 1 sentence 3 in conjunction with § 58 para. 2 no. 3 SGB IX). Although there is generally no official current quota of transitions (cf. BAG WfbM 2021), the Second and Third State Report of the Federal Republic of Germany on the United Nations Convention on the Rights of Persons with Disabilities at least states that since 01.01.2018, approximately 1800 people have transitioned from a WfbM to the general labour market (Federal Ministry of Labour and Social Affairs, 2019, p. 49).

The range of vocational training and workplaces also includes outsourced workplaces (§ 219 (1) sentence 5 SGB IX). The outsourced workplaces to be set up are intended to enable the disabled person, under the assistance and protection of the WfbM, to acquire the practical vocational skills and competences required for employment with the potential employer. The support at outsourced workplaces should be temporary, usually for twelve months. During this period, it should be clarified whether a final transfer from the WfbM to the general labour market can take place.

In the context of temporary employment in outsourced workplaces, there may be interfaces due to the comparability of the content of practical vocational qualification and support with the services for individual in-company qualification in the context of supported employment in accordance with § 55 SGB IX, because their contents are similar, e.g. preparation for an employment relationship subject to social insurance contributions, qualification in a job on the general labour market. However, both measures are to be distinguished from each other. Because the offers of the WfbM are exclusively measures for the promotion of people with disabilities to the transition to the general labour market (BAGüS 2021). People with disabilities in the working area of a WfbM belong to the target group of supported employment after promotion of the transition to the general labour market, if the capacity is (re)established to such an extent that they can work under the usual conditions of the general labour market (cf. BAR, Joint Recommendation Supported Employment, 2021, § 2). An important interface between the two forms is that both in the case of temporary employment in outsourced workplaces and in the case of support through supported employment, so-called job coaching can be considered as further support for the person with disabilities.

The promotion of the transition to the general labour market also includes the so-called inclusion companies, which are to enable people with severe disabilities the possibility of employment subject to social security contributions, including jobs suitable for people with disabilities with work-accompanying support on the general labour market. At least 30% and no more than 50% of the jobs in inclusive companies are to be occupied by people with severe disabilities (cf. § 215 SGB IX).

Finally, with the services Budget for Work and Budget for Training, the legislator has created the possibility of promoting the start of an employment relationship subject to social insurance and an apprenticeship relationship subject to social insurance. The support provided by the relevant rehabilitation provider consists of subsidizing or

assuming the remuneration for work or training, including other costs in connection with the employment of people with disabilities. This also creates incentives for employers to hire people with disabilities. For example, as of December 31, 2021, 2,472 persons with disabilities received a budget for work from the providers of integration assistance as the responsible rehabilitation provider for measures in the work area of WfbM, i.e., these persons were in an employment relationship subject to social insurance instead of employment in the work area of the WfbM (BAGüS Kennzahlenvergleich, Eingliederungshilfe 2023, p. 7).

2.5.4 Slovenia

The purpose of the measure in the form of employment under special conditions is to prepare people with disabilities for employment in the regular labour market and to train them accordingly. Legislation in this regard does not exist. It is assumed that the transition from a protected form of employment to the real labour market is hindered by the prejudices of employers, the lack of jobs and the lack of skills and knowledge of people with disabilities. According to one study, 38 people left the regular VDC program in 2005-2007, 25 of whom ended up in integrated employment. This research also revealed that about 20.14% of the people with disabilities supported in sheltered workplaces have the capacity for employment in the regular labour market (National report Slovenia, p. 23).

2.5.5 Comparative summary

After completion of the support in the training department of a sheltered workshop, the course is set in Belgium with regard to participation in working life. It must be determined whether the person receiving support is to be transferred to a long-term internship, whether an employment relationship is to be established with the sheltered workshop or whether employment on the general labour market is to be considered. A positive aspect is that people with disabilities who receive support in sheltered workshops have the status of an employee and receive the minimum wage. This offers this group of people a secure job with good pay, which in turn makes the transition to the primary labour market a challenge (National report Belgium, p. 26).

In Cyprus, the transition to the general labour market or its promotion is not regulated by law. Instead, various programs are developed to promote the transition, and the addressees are usually employers, i.e. the employment of people with disabilities in the general labour market is primarily attempted by creating incentive systems for employers regarding the hiring of people with (mental) disabilities. However, the understanding of employers regarding mental disabilities also needs to be developed. For the most part, hiring people with intellectual disabilities is perceived as a "charitable gesture", which devalues the performance of the persons (National report Cyprus, p. 19). People with disabilities benefit from various counselling services. For example, the job coach has the primary task of establishing contacts with potential employers. A successful measure concerning the integration into the labour market is supported employment, which supported 40% of those employed in the regular labour market in 2021. Nevertheless, the percentage of people with intellectual disabilities employed from the regular labour market is low. For example, in the private sector, only 17% of registered people with intellectual disabilities are employed, half with the supported employment measure. Therefore, further measures should be taken, especially since the possibilities of sheltered workshops to promote the transition of the affected group of people to the labour

market are limited. To improve the situation, targeted research on the needs of people with intellectual disabilities, including their experiences and wishes, is suggested (National report Cyprus, p. 18 f.).

In Germany, it is part of the legal task of WfbM to promote the transition of people with disabilities to the general labour market through various measures, for example with outsourced jobs, which the Belgian system also knows. In this context, WfbM have also developed various measures of their own. In addition, the legislator has created measures that enable people with disabilities to make the transition to employment subject to social insurance contributions and that are supported by the responsible rehabilitation agencies. These are designed as an alternative to support in the WfbM. The so-called inclusive companies, which are comparable to the sheltered companies in the Slovenian system, are also worth mentioning here.

Although the legislation is dispersed, in Slovenia the aim of support in various forms of employment is to enable the transition of people with disabilities to the general labour market. However, the further development of the legal situation as well as support measures is required in order to enable people with disabilities to take up employment on the regular labour market. The disabled person's right of choice and wish should be taken into account here. The greatest obstacle on this path is seen as the willingness of employers to hire people with disabilities. This may be due, among other things, to the fact that the support options available to disabled people in a workplace are inadequate (National report Slovenia, p. 28 f.).

It can be stated that in all countries the support of people with disabilities in sheltered workshops is not desired in the long term, but the primary goal is the transition to the so-called first labour market. Current figures in this respect are not available for comparison. In Slovenia, 38 persons passed through the regular program in centres for sheltered work (VDC) in 2005-2007 and 25 of them ended up in integrated employment.

One - not country-specific - obstacle to integration into the labour market is in any case the availability of suitable jobs for people with intellectual disabilities (e.g. national report Cyprus, p. 19). One solution could be to improve the adaptability of training measures in sheltered workshops to activities on the so-called first labour market, for example by taking the needs of the labour market more into account and balancing them with the needs, including support and care requirements, of the person with intellectual disabilities.

It can thus be concluded that in order to successfully achieve the pursued goal, namely the (permanent) participation in working life of people with disabilities in general and people with intellectual disabilities in particular, each of the four countries should take further measures.

One such instrument for the employment of people with intellectual disabilities in the regular labour market can be the measure of so-called supported employment, which is established in each of the four countries.

Another possible instrument for the increased employment of people with disabilities in the regular labour market could be the obligation of employers to employ people with disabilities above a certain company size. In Germany, public and private employers of a company size of 20 jobs are obliged to fill at least 5% of jobs with people with severe disabilities. According to data for 2021, 1,111,271 people with severe disabilities were employed in companies with at least 20 jobs subject to social security contributions, the majority in manufacturing, public administration and trade (BA Press Release No. 13, April 19, 2023). In addition to financial incentives for employers, Slovenia has also introduced the obligation to employ people with disabilities from a company size of 20 employees. But the quota to be met depends on the performance of the private or public employer, but may not be less than 2% and not more than 6% of the number of employees. Therefore, the Concluding Observations on the Initial Report of Slovenia of the Committee on the Rights of Persons with Disabilities of 16.04.2018 (CRPD/C/SVN/1) recommended in

this regard to ensure equal requirements for employment quotas in public administration and other work sectors and to monitor their implementation (p. 11, no. 46 d). Belgium, on the other hand, has introduced employment obligations for employers in the public sector, but these are not binding and are therefore partly not complied with. Even though private sector employers can receive financial subsidies when employing persons with disabilities, there are no employment obligations. The Concluding Observations on the Initial Report of Belgium of the Committee on the Rights of Persons with Disabilities of 24.10.2014 (CRPD/C/BEL/1) raise concerns in this regard and recommend that all necessary regulatory measures and incentives be taken to ensure the right of persons with disabilities to employment in the private and public sectors (p. 4, no. 38, 39). The same is true for Cyprus, which has also introduced employment obligations for the public sector only. In this regard, the Concluding Observations on the Initial Report of Cyprus of the Committee on the Rights of Persons with Disabilities of 08.05.2017 (CRPD/C/CYP/1) recommends ensuring that the private sector is covered by a quota system (p. 8 no. 54).

3 Examples of good practice

The core of this activity report is chapter 3; in the collection and presentation of case studies in the sense of best practice models from the partner countries Belgium, Cyprus, Germany and Slovenia. These examples, specially researched and described by the partner countries, in the areas of vocational training (Chapter 3.1), counselling (Chapter 3.2) and transition from the sheltered workshop to the labour market (Chapter 3.3) are first presented per partner country. Chapters 3.1 to 3.3 each conclude with a comparative summary. The reader thus gets a good access to selected good practices in vocational training, guidance and transition to the general labour market on a European level. In addition, innovative aspects and transferable elements for the Include³ project are identified. More detailed information on the individual case studies can be found in the appendix and in the corresponding national reports.

3.1 Vocational training concept

3.1.1 Belgium

In German-speaking Belgium, the Service for Self-Determined Living (DSL) strives, among other things, to promote the best possible accompaniment for persons with support needs and to provide the necessary resources. In the vocational training sector, the DSL in Belgium finances two offers to enable workshop employees to do an internship or an apprenticeship. The concept of on-the-job training can be described as innovative, as the training is implemented directly in the general labour market in companies. Young people with intellectual disabilities are thus given an opportunity under real working conditions. The training contract is always concluded for one year and can be extended. They receive a training allowance staggered over three years and are covered by health, accident and pension insurance. This is an attractive vocational training concept for both the person with a disability and the training company, as it involves training under protected conditions and with financial incentives and low risks for the company. What is interesting for Include³ is that the trainees can stop their training at any time, return to the workshop for people with disabilities (in Belgium called ETA - Entreprise de Travail Adapté) or alternatively start a new training in another company (see national report Belgium, p. 21ff.).

The training internship (AP) is a long-term internship that can last several years. It is especially designed for people with disabilities who have a high need for support. The AP represents a trial period for both the company and the

person with disabilities. The trial takes place outside the workshop in a very concrete work area of the general labour market, yet a return to sheltered employment is possible. It thus represents an innovative and inclusive example for people with high support needs, in which participation and empowerment are at the forefront (see National report, p. 21 ff.).

Of interest to Include³ are the content of the training and the long-term internship as well as the approach that the training contracts are always concluded for one year only. Trainees can return to the workshop at any time if they are not a good fit or take up training in another company. The one-year long-term internship can also be extended several times. A podcast and an explanatory video have been created about this DSL offer, both of which can be accessed on the Include³ homepage.

3.1.2 Cyprus

From Cyprus, two case studies are of interest for the Include³. The first case study is a vocational training intervention that takes place inside and outside workshops of the Christos Steliou Ioannou Foundation. The employment and rehabilitation program takes place in eight sheltered workshops: six creative workshops, one basketry workshop and one production assembly workshop. The focus of the training activities is geared towards the needs of the labour market, which are continuously reviewed and adapted. Outside the workshops, people with disabilities can, on the one hand, sell their own products or, on the other hand, be employed in service companies (bookstore, cafés, sports facilities) within the framework of supported employment and thus be qualified under real working conditions. Innovative elements in the training measures include therapeutic and holistic training, in addition to the continuous adaptation of training content to the requirements of the labour market. These supplementary offers aim to empower the people with disabilities to enable them to lead a self-determined life outside the workshops, including in the area of leisure. The foundation continuously reviews the activities offered to meet the needs of employers and the interests of trainees. This training offer is innovative because preparatory qualification is carried out in the workshops in close coordination with the companies and, by adding specific support programs (trial employment or supported employment), the training can take place in the companies in the next step (see National report Cyprus, p. 12 ff.).

The second case study presents a vocational preparation training program in a school for young people with intellectual disabilities. The special school in Nicosia implements this program together with the Christos Steliou Ioannou Foundation. In addition to the holistic approach of the empowerment training, an innovative element is the flexible variety of offers. The students are trained at school, in workshops or in companies on the general labour market. Thus, the program can meet the different interests and abilities of the young people. The proximity of the schools to the companies is also a special feature (see National report Cyprus, p. 13 f.).

As a transfer for Include³, the vocational preparation training concept in the workshops, the cooperation and networking with the companies are interesting.

3.1.3 Germany

Germany presents two case studies of vocational training in its national report.

The first describes the modular concept Praxisbaustein of Diakonie Sachsen. Modular recognized partial qualifications from 11 training occupations enable people with mental disabilities, who are considered not capable of training as well as not capable of working, to successively learn a training occupation according to their pace, abilities and interests. This involves the structural development and planning of practical modules as modules for the vocational qualification of people with disabilities, with the content being based on recognized training framework plans. Upon successful completion of the modules, they are certified by the relevant chambers of commerce (see National report Germany, p. 19 f.).

IB Südwest AG's alternative vocational training (abBI) enables young people to enter the general labour market directly after attending a special school. It is an alternative offer from education providers that enables young people to be accompanied and advised by job coaches (see National report Germany, p. 20 f.).

Another five examples of vocational training opportunities in home economics, kindergarten or gastronomy are presented concisely. Teaching and learning materials as well as methodological and didactic elements of good practice can be drawn from these innovative examples for the Include³ project (see National report Germany, page 22 f.).

3.1.4 Slovenia

In its Slovenian national report, Ozara focuses on a personal case study of best practices in professional practice. The case in question is a 23-year-old young man who is successfully completing the vocational rehabilitation program (see National report Slovenia, p. 24 f.).

The work efficiency of the young rehabilitant varied between 27% and 58%, therefore a comprehensive survey of performance abilities was necessary in order to increase the possibilities for a suitable job that corresponded to the talents and abilities of the rehabilitant. After the decision on admission to vocational rehabilitation, support was offered as part of the regular rehabilitation process and individual competencies and skills in craftsmanship as well as in fine motor skills were strengthened (see National report Slovenia, p. 24 f.).

This case study shows how close and trusting networking between different organizations and actors can function in an exemplary way (see National report Slovenia, p. 25).

This relates to the entire rehabilitation process, from the determination of disability status to the person-centred approach and the shared commitment of all stakeholders. In this context, the assessment mechanisms, workflows and collaboration can be identified as the most important transfer elements for the Include³ project.

A podcast and an explanatory video were created about this individual case study and about the Slovenian system of vocational rehabilitation, both of which are available on the Include³ home page.

3.1.5 Comparative summary

The presented case studies of the individual partner countries are tabulated again in an overview. Content-related features, innovative elements as well as the transfer for Include³ have been highlighted in key points:

Table 5: Overview international examples of good practice/case studies "vocational training concept"

Departments	Belgium	Cyprus	Germany	Slovenia
Vocational training concept	<p>On-the-job training (AIB) (DSL): Training directly in company, wage payment, health and accident insurance, return to workshop and change of training possible, status before training: Workshop employee.</p> <p>Training internship (AP) (DSL): takes place directly in companies, people with higher support needs, return to workshop and change of internship possible</p> <p>Supplementary material: Podcast Explanatory video</p>	<p>Vocational training in and outside workshops Christos Steliou Ioannou Foundation</p> <p>Inside: Preparation for the labour market, training adapted to labour market.</p> <p>Outside: Sale of WfBM products Internships with companies</p> <p>Vocational preparation measure in a special school</p> <p>Qualification and training offers in 1. school, 2. WfBM and 3. company on the free market</p>	<p>Practical modules Diakonie Sachsen Modular recognized and certified partial qualification in 11 training occupations</p> <p>abBI- Alternative vocational training</p> <p>Alternative offer to WfBM at the transition from school to work</p> <p>Qualification in companies of the first AM</p> <p>5 further examples in the link</p>	<p>Individual case study, 23 year old male, vocational rehab, job at Ozara.</p> <p>Individual case example of transition to working life</p> <p>Supplementary material: Podcast Explanatory video</p>
Innovation	<p>AIB: Recognizable through program structure how inclusion works in all areas.</p> <p>AP: Testing by means of long-term internship for companies and workshop employees.</p>	<p>Training: Continuous adaptation of training content to labour market, therapeutic and holistic training, special support instruments increase integration chances</p> <p>Vocational training (special school): Variety of offers for the group of</p>	<p>Practical modules: Concept developed with chambers, inclusive offer for people with higher support needs.</p> <p>abBI: Learning location outside WfBM, internship in companies</p>	<p>Close and trusting networking between the stakeholders involved throughout the entire rehabilitation process</p>

Departments	Belgium	Cyprus	Germany	Slovenia
		people: Proximity to school, WfbM and companies		
Transfer	<p>AIB: one-year training contracts, support by DSL, fall-back level through possibility to return to workshop</p> <p>AP: flexible option for extension</p>	<p>Training by WfbM: Method for content feedback to the labour market.</p> <p>Vocational training (special school): Cooperation model</p>	<p>Practical modules: Teaching materials and methodology and didactics</p> <p>aBbi: Teaching materials and methodology and didactics</p>	Workflows, networking, person-centred approach.

Source: HdBA

Each partner country presents case studies of innovative and proven good practice. These are always procedures that enable vocational training for people with intellectual disabilities in the general labour market. In Belgium, workshop employees can complete a three-year training course or a long-term internship outside the workshops.

Large foundations and also a special school enable opportunities for the group of people in Cyprus through a broad vocational training offer inside and outside sheltered workshops and special programs such as Supported Employment.

Germany creates new opportunities through modular partial qualifications inside and outside of workshops as well as through direct placements after the special school on the general labour market and Slovenia shows with their individual case example that networking and working with the person-centered approach are crucial for successful vocational rehabilitation. Methods and training that strengthen the participation and empowerment of people with disabilities play a central role in all countries.

3.2 Counselling concept

3.2.1 Belgium

DSL offers a comprehensive counselling and guidance concept for all life situations of people with disabilities in the German-speaking community of Belgium. This includes general counselling before and during training and employment. The counselling method can be classified as innovative. It is based on goals, takes place at set counselling and evaluation times, and also checks the training companies' compliance with the training content (see National report Belgium, p. 25).

These criteria of goal-oriented counselling with evaluation dates and sustainability criteria can be used for the development of the Include³ method. Likewise, the method should take into account the positive experience of providing a contact person for the classification, advice and guidance.

3.2.2 Cyprus

The Cypriot case study describes the counselling concept of the Agios Stefanos Foundation, which implements Supported Employment counselling using the job coaching method. The program aims to help adults with disabilities enter the open labour market through the support of a job coach. Currently, two job coaches with professional backgrounds in sociology and psychology are employed by the organization and are funded through the program. Interns are recruited from within the organization and receive professional guidance, including assessment of their skills, needs and aspirations. It is the responsibility of the coach to find a suitable job for the trainees. In addition, the job coaches take on the role of ambassador for the trainees by negotiating suitable conditions and an appropriate working environment with the employer and ensuring implementation. As long as necessary, the job coaches provide further mentoring and practical support, ensuring that the specific needs of the trainees are met and trying to increase the trainees' independence over time (see National report Cyprus, p. 14f.).

Cyprus has been working with this method since 1998. Therefore, this experience can be used for the development of the Include³ method (see National report Cyprus, p. 14f.).

One important aspect should not be overlooked. The counselling concept aims not only to strengthen self-confidence, but also to find individual ways to communicate needs, and to teach skills, to demand equal opportunities and to feel self-determined (see National report Cyprus, p. 15).

3.2.3 Germany

Germany presents three counselling concepts in their case studies: The counselling concept for people with disabilities of the Federal Employment Agency, the supplementary independent participation preparation (EUTB) and the JOBSTER.TEAM project of rheinarbeit gGmbH.

The counselling concept of the Federal Employment Agency (BEKO) includes a manual for consultants of disabled people. The counselling services are provided by counsellors and mediators of the Federal Employment Agency. They provide vocational guidance for people with disabilities. Counselling is already provided during the school years before graduation in special schools and schools with an inclusive approach. At the same time, the counselling concept also refers to people who have completed compulsory education and are looking for a job or training position. The rehabilitation counsellors are also responsible, among other things, for assignment to workshops for people with disabilities. In the counselling setting, the person with disabilities is considered an expert in his or her own right. The counselling phases in the interview are also oriented accordingly. The empowerment and participation approach stands out innovatively (see National report Germany, p. 23 f.).

The counselling concept and its method case can serve as a basis for the Include³ method. In particular, the technical and methodological preparation of the individual phases (method case as a flexible system) should be included. The counselling concept of the Federal Employment Agency is flexible and receptive to method modules of the Include³ method and individual modules from the curriculum (see National report Germany, p. 23 f.).

The EUTB is a complementary counselling service to the existing counselling services offered by the service providers. In Germany, there are approximately 500 counselling centres that provide information and advice on rehabilitation and participation services. The independent counselling service for people with disabilities works

according to the peer counselling concept and empowerment approach, supported by barrier-free and digital counselling services. These innovative services and counselling approaches can be cited as a transfer for Include³ (see National report Germany, p. 24 f.).

The JOBSTER.Team an innovative project of rheinarbeit gGmbH includes a counselling concept in Germany that provides close support before, during and after the placement of people with disabilities. The project works with an inclusive placement plan for the group of people and also offers a round table where participants can share their experiences. This in turn strengthens empowerment. The JOBSTER.team also offers a local job placement exchange for people with disabilities and companies. The round table and the inclusive induction plan are elements of success that could work in the Include³ method (see National report Germany, p. 25 f.).

3.2.4 Slovenia

In its Slovenian national report, Ozara focuses on a personal case study of best practices in professional practice. It is an organic farm with ecological production, processing of food and sale of its own products, such as herbal teas, cold-pressed oils, dried and pickled fruits and vegetables, winter jelly, juices and syrup (see National report Slovenia, p. 25 f.).

Innovative features include social entrepreneurship, sustainable production, and community awareness at the local level.

By regularly opening the farm to groups of visitors (petting zoo, café), it is based as an inclusive case study on the principles of empowerment, participation and ecological sustainability. Consultation and orientation are carried out in combination of ecology and social aspects with a regional reference. These aspects as well as the company-specific employment, participatory curriculum, guidance and counselling through the method of "learning from each other" can be incorporated into the Include³ method as principle-based guidance (see national report Slovenia, p. 26).

3.2.5 Comparative summary

The presented case studies of the individual partner countries are tabulated again in an overview. Content-related features, innovative elements as well as the transfer for Include³ have been highlighted in key points:

Table 6: Overview international examples of good practice/case studies "counselling concept"

Departments	Belgium	Cyprus	Germany	Slovenia
Counselling concept	<p>Counselling in general and during training and employment (DSL), comprehensive counselling and guidance concept</p> <p>Counselling of trainees/interns/companies before and during training/employment</p>	<p>Concept of counselling support</p> <p>Counselling within the framework of Supported Employment and Job Coaching (Agios Stefanos Foundation)</p>	<p>Counselling concept of the Federal Employment Agency</p> <p>Supplementary independent participation counselling</p> <p>JOBSTER.Team, counselling for people with disabilities/companies (rheinarbeit gGmbH)</p>	<p>Social farm Korenika (sheltered employment), counselling concept with principles of empowerment, participation and ecological sustainability.</p>
Innovation	<p>Goal led counselling, set counselling and evaluation dates, review of compliance with training content.</p>	<p>Working with the Supported Employment program (first place, then train), job coaches already since 1998.</p>	<p>BEKO: client as "expert of his disability", two types of counselling</p> <p>EUTB: peer counselling, empowerment approach</p> <p>JOBSTER: accompaniment before/ during/after placement, local job placement</p>	<p>Social entrepreneurship, focus on sustainability, community awareness, local embedding.</p>
Transfer	<p>One point of contact (classification, advice and guidance)</p> <p>Cornerstone (goal-oriented counselling with evaluation dates and sustainability criteria)</p>	<p>Experiences with UB, empowerment in counselling</p>	<p>BEKO: method case</p> <p>EUTB: training material for counsellors, barrier-free digital offers, app</p> <p>JOBSTER: empirical values, support approach after placement, method/content "Round table" (peer counselling)</p>	<p>Counselling and guidance combining ecology and social issues with regional reference, participatory curriculum (learning from each other and individual adaptation to the target group), principle-based counselling</p>

Source: HdBA

The counselling concepts from all partner countries can be described as innovative and close to the labour market. The job coaching method takes place primarily in Belgium, Cyprus and Germany. Belgium is characterized above all by a counselling service with the principle of "everything from one source", in which people with disabilities are accompanied by one contact person throughout the entire counselling process. Cyprus has been working with the "Supported Employment" program since 1998 and can draw on many years of experience. The Federal Employment Agency developed a counselling and placement concept geared towards people with disabilities. Since 2018, there has been independent partial counselling in Germany, which breaks new ground with its empowerment approach, peer counselling concept, and barrier-free digital offerings. The German and locally operating case study JOBSTER.team is comparable to the approach of DSL in Belgium in terms of content. The Slovenian counselling approach of the social farm Korenika is presented here. The principle-oriented counselling approach is characterized by the dimensions ecology, social action, regional reference and participation ("learning from each other").

Experiences gained are taken up and examined to what extent they can be incorporated into the Include³ method. The inclusive aspect is in the foreground of all counselling concepts.

3.3 Transitions from sheltered employment to the general labour market

3.3.1 Belgium

Belgium presents "outgroups," the offer of an outside job, as a best practice for transitions to the general labour market. Workshop employees retain their status and pay and work in companies in the general labour market. These are individual or group jobs in companies that are performed directly in the company by the workshops through contracting. The jobs are usually open-ended and many workshop employees have been working in outside jobs for several years. This form of employment enables a first step into the labour market while ensuring system protection. Outgroups take place in the primary labour market and can be understood as a path to inclusion. Due to the many years of experience of sheltered workshops, teaching and working materials as well as the expertise of counselling and support staff can contribute to the development of the Include³ method (see National report Belgium, p. 23).

3.3.2 Cyprus

The special school in Cyprus, already described as an innovative vocational training organization, offers part-time employment in the general labour market for young students with intellectual disabilities. This is a pre-vocational training and qualification program designed to facilitate a permanent transition. The "Part-Time Study - Part-Time Employment" program (placement and part-time employment in jobs in the general labour market with the support of job coaches) has been implemented at the school since 2016 and is offered in collaboration with organisations specialising in supported employment. Students who are eligible to participate in this program attend school on non-working days. This example may be of interest to Include³ as it demonstrates the possibility of a more "traditional" curriculum for youth with intellectual disabilities combined with a more hands-on approach (in the area of work). The special school in Nicosia highlights the need for job coaching to accompany and support the young people in this process (see National report Cyprus, p. 16).

3.3.3 Germany

In order to enable and secure transitions to the general labour market, the vocational training area of the Diakoniewerkstätten Rhein-Neckar offers job coaching. Job coaches are deployed in the vocational training area and in the workshop area to accompany the people with intellectual disabilities before and during the individual internship phase or on the external workplace. Another eight examples are outlined and linked. This extensive information, material and best practice examples can be used for the Include³ method (see National report Germany, p. 26 f.).

The methodical approach of a vocational training day, which is carried out as a project day once a week in the workshop, is interesting. This serves to exchange experiences "learning from the others" and to impart learning content related to the world of work.

Two podcast episodes were created about job coaching in the Diakoniewerkstätten. One episode presents the experience and perspectives of three young women and the second episode presents the wealth of experience of long-time job coaches. Both episodes can be accessed on the Include³ homepage.

3.3.4 Slovenia

Working under real conditions of gastronomy enables the Slovenian inn "Druga violina" supported by CUDV by creating jobs. Thus, not only the public sector must meet its responsibility through funding, but also companies and society are sensitized by such inclusive employment opportunities. The payment of a minimum wage, the teaching and learning materials as well as the local and supra-regional network work and, in addition, the counselling and support concept are to be emphasized here. Further examples of sheltered workshops that carry out assignments for companies on the general labour market were added and linked (cf. National report Slovenia, p. 27).

3.3.5 Comparative summary

The presented case studies of the individual partner countries are tabulated again in an overview. Content-related features, innovative elements as well as the transfer for Include³ have been highlighted in key points:

Table 7: Overview international examples of good practice/case studies "transition into labour market"

Departments	Belgium	Cyprus	Germany	Slovenia
Transition into labour market	Outgroups External work in the primary labour market/outside workshops, simple activities, Minimum wage via workshop, unlimited	Part-time study - part-time employment! (Support School Nicosia) Part-time employment, support from job coaches in the framework of Supported Employment.	Job coaching - Diakoniewerkstätten Rhine-Neckar Individual case support, internship, outdoor workplaces, one training day per week 8 examples in the link Supplementary material: 2 podcast episodes	Inn Druga violina from CUDV Draga Working under real conditions in gastronomy 3 more examples in the link
Innovation	First step into the labour market, minimum wage, at the same time protection and security through the status of workshop employees.	Pre-professional training and qualification offer at special schools for young people with intellectual impairments	Job coaching: methodical approach, project day during the week	Druga violina: companies and society bear responsibility, not just public funding
Transfer	Teaching and learning materials, counselling concept, empirical values, payment of minimum wage	Teaching and learning materials of pre-vocational education of special school, experience in guidance, linking classical curriculum and work in the general labour market.	Job coaching: innovative approach, experiences and support concept, teaching and learning materials	Concept of independent living (empowerment and participation), payment of a minimum wage. Experience Teaching and learning materials

Source: HdBA

Each partner country presents examples of good practice (and in some cases further complementary examples) on transitions to the mainstream labour market for people with intellectual disabilities. Belgium describes the offer of

outgroups of workshops, in which workshop employees perform simple activities in companies of the primary labour market regularly and for a long period of time with payment of a minimum wage. In Slovenia, three case studies are also outlined that carry out work assignments outside workshops. Experiences can be exchanged, compared and finally also included in the development of the Include³ method. A part-time study combined with part-time employment is presented by Cyprus as a case study. This is a pre-vocational training and qualification program in a special school that enables parallel work in the labour market. Both teaching and learning contents as well as the accompaniment with the method of job coaching in the context of Supported Employment are interesting for Include³. This Cypriot example can be compared and evaluated with the German case study in terms of content and method; teaching and learning materials can be incorporated into the curriculum to be developed. The concept of self-determined living is the main focus of the Slovenian case study "Druga vilonia inn". People with intellectual disabilities are given a job in an inn, receive training in gastronomy and are paid a minimum wage. In addition, the project helps society and companies to become aware of their social responsibility and to make their local contribution. The empowerment and participation approach is applied in all case studies - across all countries. Methodology and content are analysed and incorporated accordingly for Include³.

Learning from the best - by identifying good practices in vocational training, guidance and counselling as well as in the transitions to the general work assignment - was the work assignment and motivation for the partner countries Belgium, Cyprus, Germany and Slovenia. Knowledge and experience should be generated, compared, evaluated and tested on local, regional and country level and EU level in order to work out guidelines for action, which should finally be included in the curriculum and the Include³ method.

A total of 17 case studies (vocational education: 7, guidance: 6, transitions to labour market: 4) were described in more detail and evaluated in terms of their innovative aspects, and conclusions for Include³ transfer were formulated. Another 14 outlined examples (vocational education: 5, transitions into labour market: 11) are noted as important complementary resources.

4 Overall conclusion and outlook

The participation of persons with disabilities has increasingly become the focus and thus the awareness of society as well as national legislators in recent years. There is certainly a connection to the CRPD, which has been ratified in all four countries and is thus binding in national law. National legislators are guided by the CRPD in their (social) policies and legislation concerning persons with disabilities - in each case without differentiating between types of disability. Legislation is intended in particular to prevent any kind of discrimination and to promote participation in working life more strongly through (innovative) measures. Special legislation concerning people with intellectual disabilities exists only in Cyprus.

The understanding of disability in all four countries corresponds to the understanding of disability according to the CRPD. According to Art. 1(2) CRPD, persons with disabilities include "persons who have long-term physical, mental, intellectual or sensory impairments which, in interaction with various barriers, may prevent their full and effective participation in society on an equal basis with others". Mental disability is usually categorised into different degrees, depending on the IQ present. The system of sheltered workshops is established in all four countries, although the legal basis, organisation and, in this context, the support of persons with disabilities in sheltered workshops varies. It can be stated that the majority of persons with intellectual disabilities are supported in sheltered workshops. Detailed legal regulations on the support measures in sheltered workshops as well as on their organisation, structure

and tasks can be found in German law. Belgium, Cyprus and Slovenia also have legal foundations, although not as detailed as in Germany. Unlike in Belgium, support in a sheltered workshop does not result in employee status with employee rights and entitlement to a minimum wage. The organisation of sheltered workshops varies.

Apart from Germany, where the structure and organisation of every sheltered workshop is the same or must be the same by law, there are different forms of organisation of sheltered employment, especially in Cyprus and Slovenia. As a rule, social security is guaranteed in each country. Vocational training measures and measures for (vocational) guidance are also part of the service catalogue of sheltered workshops in all four countries. Vocational training measures are not measures that could be recognised on the general labour market and lead to employment in the learned occupational field. As such, training would have to take place on the regular labour market with an employer. Germany, for example, has such support options in the form of the Budget für Ausbildung (budget for training), which covers the costs of training and was conceived as an alternative to the Werkstatt. Belgium has also introduced the concept of on-the-job training, with which people with disabilities can complete training with a company in the general labour market. Both countries have provided for a so-called right of return to the sheltered workshop if the training cannot be (further) successfully completed. In Slovenia, it is necessary to go through the two-phase vocational rehabilitation measure before a decision is made on the further employment of the person with disabilities according to their capacity. While persons with disabilities are supported in sheltered workshops, they can benefit from counselling services. In Cyprus, this task is performed by professionally qualified job coaches, among others, whose funding is subsidised by the state. Targeted mentoring and guidance during support in sheltered employment based on an individual plan is part of the system in Slovenia. In Belgium, counselling is part of the individual support programme while the person with disabilities is going through his or her placement in a sheltered workshop. In Germany, counselling is a right that can be enforced against the competent institutions. In addition, the German legislator has created independent participation counselling as a new form of counselling for the field of persons with disabilities. Finally, one of the primary tasks of sheltered workshops is to promote the transition of persons with disabilities to the so-called first labour market. Unlike in Germany, there is no specific legislation in this regard in Belgium, Cyprus and Slovenia.

In all four countries, however, various programmes and concepts can be identified that are intended to achieve this goal. For example, supported employment is one such measure, as are employment quotas for the public and private sectors or various financial support schemes to employers as addressees. The employment rate of persons with disabilities, especially persons with intellectual disabilities, is far below the general employment rate in all countries. The currently available statistical data material does not allow a comparison of the countries with regard to the number of persons with disabilities related to different types of disabilities and with regard to the inclusion rate on the labour market; valid statements cannot be made.

In total, 17 case studies (vocational training: 7, guidance: 6, transitions to the labour market: 4) were described in more detail in the national reports and evaluated with regard to their innovative aspects, and conclusions were formulated for the Include³ Transfer. A further 14 outlined examples of good practice (VET: 5, transitions to labour market: 11) complement the 17 case studies and will also be used as valuable resources in the transfer.

It can be concluded: All four countries have examples of good practice on vocational education and training, i.e. innovative and tested support options for vocational education and training for people with intellectual disabilities. A special focus in all countries is placed on methods and training measures aimed at strengthening participation and empowerment. The guidance concepts presented with case studies can be described as labour market-oriented,

inclusive and innovative. Particularly noteworthy is the so-called job coaching. Since sheltered workshops are not designed to provide long-term support for people with disabilities, specifically people with intellectual disabilities, proven concepts for promoting the transition to the general labour market are implemented in all four countries. Successful inclusion is especially successful for people with mild intellectual disabilities. The empowerment and participation approach plays a central role in all case studies in vocational training, in the counselling concepts and in the transitions to the general labour market - across all countries.

Finally, to make reference to the CRPD: Art. 27 CRPD guarantees persons with disabilities the right to work, i.e. the opportunity to earn one's own living through work in an open, inclusive and accessible labour market and work environment. States parties must secure and promote the right to work. In this context, the question is whether sheltered workshops for persons with disabilities, in which mainly persons with intellectual disabilities receive support to participate in working life, guarantee this right to work as laid down in the CRPD. This is because sheltered workshops are vocational rehabilitation facilities outside the so-called primary labour market. Nevertheless, it should not be overlooked that people with disabilities, especially those with mental disabilities, receive support in sheltered workshops, particularly with the aim of providing them with the necessary skills - both vocational and social - to work in the so-called primary labour market. The creation of employment opportunities, gaining work experience or vocational rehabilitation programmes, for example, are also part of the guaranteed right to work (Art. 27, sentences 2e, k, j CRPD). Employment opportunities are offered in sheltered workshops. In some cases, in addition to social benefits, the assisted persons also receive an appropriate remuneration for their work, with which their livelihood can be partly secured. Gaining work experience is made possible, for example, through outsourced workplaces, integrated forms of employment or various vocational training measures. One of the tasks of sheltered workshops is to (re)establish the earning capacity of people with disabilities. This means that measures cannot be denied a rehabilitative character. The conclusion that sheltered workshops would prevent the implementation of the right to work cannot therefore be drawn. The aim of the CRPD is an open and inclusive labour market, as can be seen from Art. 27 CRPD. In order to achieve this goal, efforts should be made to bring sheltered workshops closer to the so-called primary labour market, for example by further developing the possibilities to promote the transition to it. Likewise, the training measures offered in the sheltered workshops should be more strongly oriented towards the labour market. Another aspect: Companies should be involved in their role as potential employers or training or internship companies at an early stage by providing information and counselling regarding the type of disability, support offers and accompaniment. Promoting and supporting this is an essential goal of the research project include³, taking into account best practice examples.

Because: Learning from the best - by identifying good practices in vocational training, guidance and counselling as well as in the transitions to the general work assignment - was the work assignment and motivation for the partner countries Belgium, Cyprus, Germany and Slovenia. Knowledge and experience are to be generated, compared, evaluated and tested at local, regional, country and EU level in order to work out guidelines for action that will ultimately be incorporated into the curriculum and the Include³ method.

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Practical examples of vocational training concept

Table 1: AIB In-company training (Belgium)

Attribute	Single case study
Subject of single case studies	Vocational training concept and integration in companies of the economy
Project name	"On-the-job training" (AIB)
Responsible institution(s)	DSL- Service for self-determined living
Target group	Companies of any kind located in Belgium and wishing to train a person with disabilities
Short project description	<p>In-company training (AIB) is used to train a person with support needs in the workplace. The trainees are trained for specific tasks in the company. The aim of AIB is subsequent employment in the training company. The training period is limited to a maximum of three years. Training contracts can be concluded for a maximum of one year. Trainees receive a training allowance from the training company as well as a replacement income (unemployment benefit, disability pension, sickness benefit, etc.), and a premium from the DSL.</p> <p>In these measures, the vocational training lies with the employer. The company trains the trainee for specific tasks in the workplace and promotes him or her according to his or her abilities. The trainee is integrated socially and professionally, is part of a team, a company. He or she has a meaningful task that matches his or her skills and interests.</p> <p>In the AIB, trainees receive a training allowance from the training company based on the year of training, age, family expenses and replacement income:</p> <ul style="list-style-type: none"> • 1st year of training: 375.00 €/month • 2nd year of training: 525.00 €/month • 3rd year of training: 675.00 €/month <p>In addition, the training company pays an allowance of 0.99 € per hour worked, a travel allowance according to the social tariff, furthermore the child benefit, if the entitlement exists. The company registers the person as a trainee and takes out occupational accident and liability insurance. The costs are reimbursed by the DSL.</p>
Innovative aspects	The training takes place directly in the company and with the colleagues in the operational workflow. This allows the company, the trainees and the DSL to see how the integration works in all areas of the company. During the training period, the trainees continue to receive advice and support from the DSL.
Why is this project interesting for Include ³ ? Which aspects can be transferred to Include ³ ?	This is a good vocational training concept for both the person with disabilities and the training company, as it is training under protected conditions and with financial incentives and low risks for the company.

	<p>The trainees can stop their training at any time and return to the workshop for people with disabilities (called ETA - Entreprise de Travail Adapté in Belgium) or alternatively start a new training in another company.</p> <p>As the people in the BWs have a normal working status, they receive an income as usual.</p>
Link to project information	<p>https://selbstbestimmt.be/arbeiten/ich-moechte-einen-beruf-erlernen/</p>

Source: VHS Eupen

Table 2: AP Internship (Belgium)

Attribute	Single case study
Subject of single case studies	Vocational training concept and integration in companies of the economy
Project name	"Apprenticeship placement" (AP)
Responsible institution(s)	DSL - Service for Self-Determined Living
Target group	Companies of any kind located in Belgium and wishing to train a person with disabilities
Short project description	<p>The training internship (AP) is aimed at people with support needs who, despite support, are not (yet) able to meet the requirements of a job.</p> <p>The internship contract is concluded between the company and the intern for a maximum of one year. This can be extended several times depending on the individual development process.</p> <p>In the AP, interns receive a monthly payment from the company. This amounts to a maximum of €185.92 and is not taxable. The company has no wage costs and does not have to take care of work accidents and interns. This is taken care of by the DSL.</p>
Innovative aspects	The AP training is a long-term internship with the opportunity to test oneself in a company on the general labour market. It shows the person with a disability to what extent the work on the labour market corresponds to his individual requirements or whether an excessive demand is shown. The company can also test whether the employee fits into the social structure of the company.
Why is this project interesting for Include³? Which aspects can be transferred to Include³?	<p>The AP represents a trial for both the company and the person with disabilities. The trial takes place outside the workshop in a very specific work area of the general labour market, yet a return to sheltered employment is possible.</p> <p>It can be a step towards inclusion. It has worked in Belgium for many years.</p>
Link to project information	https://selbstbestimmt.be/arbeiten/ich-moechte-in-einem-oeffentlichen-oder-privaten-unternehmen-arbeiten/

Source: VHS Eupen

Table 3: Vocational training in and outside sheltered workshops (Cyprus)

Attribute	Single case study
Subject of single case studies	Vocational training concept
Project name	Vocational training in and outside workshops
Responsible institution(s)	Christos Steliou Ioannou Foundation
Target group	People with intellectual disabilities
Short project description	<p><u>Vocational training in the workshops (training in the form of workshops).</u></p> <p>The aim of the workshops is to promote creativity and prepare the trainees for employment in the open labour market. This program is specifically designed for those trainees who either need further training before they can enter the open labour market, or who do not have job opportunities at a given time. The program focuses on promoting activities within the creative workshops that are relevant to the labour market. The Foundation continuously reviews the activities offered to meet the needs of employers and the interests of trainees. For example, in 2021, two new workshops were established and the number of trainees in each workshop was reduced to allow for more individualized attention (Christou Steliou Ioannou Foundation, 2021). The employment and rehabilitation program takes place in eight sheltered workshops: six creative workshops, one basketry workshop, and one production assembly workshop.</p> <p><u>Vocational training outside the workshops.</u></p> <p>Outside the workshops, the training participants can participate, for example, in the sale of some of their products in the pastry shop, which is run with the help of trainers (consultants) through social media. This is done within the framework of the Support Employment Program, which aims at vocational rehabilitation in the open labour market by providing personalised support from the Foundation's trainers (consultants). It is a method of individual or group vocational rehabilitation in the free labour market with counselling, guidance and training in the workplace until the individual is able to independently and without assistance meet the requirements of the employer's work and the new conditions that may come their way. Thanks to the Foundation's cooperation with numerous private companies such as bakeries, car washes, bookstores, cafes, sports facilities, etc., the trainees preparing for supported employment under the program have the opportunity to work in real working conditions.</p> <p>Training participants who want to enter the labour market and are ready to do so participate in internships under the Trial Employment Program or take a job under the Supported Employment Program.</p> <p>The Foundation continues to support the training participants, who are fully rehabilitated, in the free labour market. The visits of the Foundation's trainers (vocational counsellors) to the workplace are related to solving problems that may</p>

	<p>arise in the workplace. The Foundation offers participants who have lost their jobs the opportunity to return to the Foundation until they find a new job.</p>
Innovative aspects	<p>One of the innovative aspects of this example is that the Foundations workshops do not only focus on education/training with the aim of employment. Some of their workshops focus on therapeutic and recreational programs with the goal of personal development and self-confidence as well as social rehabilitation for people with intellectual disabilities. The Foundation seeks to create a holistic experience for participants.</p> <p>With a broader understanding of its role and mission, the Foundation does not limit its contribution to the boundaries of its programs and services. In order to fulfil as many of its students' interests as possible and provide them with opportunities for a better quality of life, the Foundation organizes a variety of events and activities such as excursions, tours, camping, trips abroad, study abroad, music, dance, theatre, painting, sports and entertainment. It also organizes training programs not only for its own staff but also for the staff of other schools and institutions in Cyprus, various events for parents and families and a variety of educational activities aimed at informing the public as much as possible in order to free society from ignorance and discrimination and to promote acceptance of people with intellectual disabilities.</p>
Why is this project interesting for Include³? Which aspects can be transferred to Include³?	<p>The employment and rehabilitation program of the Christos Steliou Ioannou Foundation deserves special attention in this report, as it shows best practices in terms of vocational training in sheltered workshops, as well as practices to support the transition to the open labour market.</p> <p>Some aspects that would be interesting for the Include³ project are that increasing the self-confidence of training participants through non-formal education/workshops in combination with vocational education can be beneficial. Promoting a creative expression for training participants (through theatre, music, etc.) may encourage them to become more social or increase their self-confidence. Similarly, promoting outdoor excursions (camping, etc.) can help trainees feel more independent. The Foundation is committed to expanding the concept of training to promote personal development and a better quality of life. Finally, an interesting aspect that the Include³ project should take into account is the involvement of family members and the public, which contributes to better integration and the elimination of stereotypes and social ignorance.</p>
Link to project information	<p>https://ioannoufoundation.org/en/</p>

Source: SYNTHESIS

Table 4: Vocational preparation measure in a school (Cyprus)

Attribute	Single case study
Subject of single case studies	Vocational education
Project name	Vocational preparation measure in a school
Responsible institution(s)	Special School in Nicosia, special school in Nicosia (http://eid-eidiko-lef.schools.ac.cy) in cooperation with the Christos Steliou Ioannou Foundation (https://ioannoufoundation.org)
Target group	Young students with intellectual disabilities
Short project description	<p>In addition to the best practices that the organization uses to incentivize and promote employment through training, the school offers a pre-vocational program for young people with intellectual disabilities. The participants are students of the Special School in Nicosia, where some of the activities take place, while other activities are carried out in the workshops of the Christos Steliou Ioannou Foundation or in collaboration with companies in the open market. The aim of the program is to provide young people with general and social work skills necessary to find and take up employment. Within the framework of the pre-vocational program, there are several ways:</p> <ol style="list-style-type: none"> 1. Activities offered at the school focus on developing specific skills that can be used to secure employment. These include training in the following areas: Paper and aluminum recycling, photocopy centre, Car Wash, cafe, gardening, meal preparation, seats for knitting, hairdressing and beauty care. 2. The vocational preparation program, which is carried out in the protected laboratories of the Christos Stelios Ioannou Foundation. This includes workshops for basketry and assembly, which are designed to meet the needs of the labour market and open up employment opportunities. 3. The vocational preparation program for students outside the school premises at workplaces in the free labour market, accompanied and supported by the staff of the school. Students over the age of 15 can be enrolled in this program. According to the Special School in Nicosia (2022), 35 students, 9 teachers and 5 school assistants participated in this program during the last school year. The frequency of students' participation in the out-of-school work activities ranges from 1 to 3 times per week and depends on the student's needs and abilities. Workplaces range from supermarkets, stores and kindergartens to public sector organizations such as the Aglantzia School Board and the Aglantzia and Latsia City Halls, where students perform clerical work.

Innovative aspects	<p>The special school in Nicosia provides pre-vocational education to young people with intellectual disabilities and can be cited as an excellent example of supporting the transition to the labour market.</p> <p>The special school in Nicosia also collaborates with some municipalities in Nicosia and provides some office work opportunities for the students.</p>
Why is this project interesting for Include³? Which aspects can be transferred to Include³?	<p>Interesting aspects for Include³ when it comes to the Special School in Nicosia is the emphasis on the well-being of the students and the improvement of their quality of life by promoting the autonomy and independence of the students. This is promoted through:</p> <ul style="list-style-type: none"> - Developing skills in the developmental areas of self-care, socialization, communication, movement and cognitive skills. - Developing skills that promote social inclusion and independence, culminating in vocational rehabilitation. - Development of personality, emotional stability, and socially acceptable behaviour. - Development of skills that promote social inclusion and independent self-care, socialization, communication, movement, and cognitive skills. - Proper waste management. - Dealing with aggressive behaviours. - Traffic education.
Link to project information	<p>http://eid-eidiko-lef.schools.ac.cy/</p>

Source: SYNTHESIS

Table 5: Praxisbaustein (Germany)

Attribute	Single case study
Subject of single case studies	Vocational education
Project name	PRAXISBAUSTEIN
Responsible institution(s)	Diakonie Sachsen
Target group	Young people in the vocational training area of the workshops and workshop employees.
Short project description	<p>The modular concept PRAXISBAUSTEIN for vocational training is oriented towards people with disabilities who attend a workshop in Saxony and are considered not capable of training as well as not capable of working. It is a structural development and planning of practice modules as modules of vocational qualification for people with disabilities, whereby the content orientation is based on recognized training framework plans. From 11 occupational and practical fields, 79 practical modules were developed as educational modules in coordination with the Saxon Chamber of Industry and Commerce and the Saxon Chamber of Crafts, based on the recognized training occupations. Upon successful completion of the modules, they are certified by the respective chambers responsible for the participants.</p> <p>The modular concept thus enables an individual and resource-oriented approach for people with disabilities. Through small-step and feasible learning and examination units, a high level of motivation can be achieved among the examinees. Positive effects can be recorded on several levels: People with disabilities receive appreciation and recognition of their professional skills and achievements through the practical modules. The project thus makes a relevant contribution to Article 24 "Right to vocational training" in the workshops. To date, more than 50%, i.e. 33 out of 60 workshops have already received approval to implement the practical modules and others are in the approval process (Saxon State Ministry for Social Affairs and Social Cohesion, n.d.).</p>
Innovative aspects	<p>The people with disabilities receive a Saxony-wide recognized confirmation of their vocational skills. The practical modules enable gradual entry into recognized training in accordance with § 66 of the Vocational Training Act (BBiG) or § 42m of the Crafts Code (HwO). The vocational training process in workshops is linked to the regular training system through the practical modules.</p> <p>The project received first place in the Saxon "Innovation Award for Continuing Education" 2021. It was also awarded the "exzellent:bildung" prize by the Bundesarbeitsgemeinschaft Werkstätten für Menschen mit Behinderung e.V. (BAG WfbM - Federal Association of Workshops for People with Disabilities).</p>

<p>Why is this project interesting for Include³? Which aspects can be transferred to Include³?</p>	<p>With PRAXISBAUSTEIN, Diakonie Sachsen has taken up the focus on transitions from the workshop for people with disabilities (WfbM) to the general labour market. Include³ can deal exemplarily with teaching and learning contents of individual practice modules in the context of the requirements of the training contents according to § 66 Vocational Training Act (BBIG) or § 42m Handicrafts Code (HwO) and derive a possible transfer for the own content elaboration of teaching and learning contents to the subject area "labour market/vocational studies/application" and the methodology and didactics in conveying the contents. (The last sentence must be revised again).</p>
<p>Link to project information</p>	<p>PRAXISBAUSTEIN - Behindern verhindern - sachsen.de</p>

Source: HdBA

Table 6: Alternative vocational training (abBi) (Germany)

Attribute	Single case study
Subject of single case studies	Vocational training, counselling
Project name	abBi - Alternative vocational training
Responsible institution(s)	Internationaler Bund (IB) Southwest gGmbH IB Counselling and Education Center Wetterau Cooperation partner Inka Wetterau
Target group	Young people with disabilities after graduating or leaving school and before transitioning to an educational program. The target group must have an established entitlement to vocational training in a workshop for people with disabilities and have the motivation to want to orient themselves and gain qualifications in companies on the primary labour market instead.
Short project description	<p>abBi - alternative vocational training acts as an alternative to vocational training in a workshop for people with disabilities. Instead of a workshop, young people with disabilities receive support in orientation and qualification through IB Südwest gGmbH and IB Beratungs- und Bildungszentrum Wetterau after their school years. The orientation and qualification also takes place in companies of the first labour market. The employment agency can finance abBi for a maximum of 27 months (Finthammer, 2023).</p> <p>Participants are supported by job coaches during the program. The program includes orientation, testing, qualification, and placement aspects.</p> <p>The orientation aspects include, for example, surveying interests, skills, strengths, and career preferences, as well as strengthening skills and strengths.</p> <p>The testing aspects include job application training embedded in reflection and development discussions, as well as long-term internships in various occupational and work fields.</p> <p>Subsequently, the participants are qualified in companies of the first labour market (Internationaler Bund Freier Träger der Jugend-, Sozial- und Bildungsarbeit e.V. [IB], n.d.). Job coaches support participants and their companies by regularly visiting and discussing the progress already made during the internship (Hessenschau, 2022).</p> <p>The placement aspect focuses on a placement in an employment relationship subject to social security contributions (IB, n.d.), which has also already been successful with employers where the long-term internship was completed (Hessenschau, 2022).</p> <p>abBi is localized in Hesse.</p>
Innovative aspects	Vocational training for people with disabilities can take place at different levels, in different institutions and in different places of learning and employment. It can take place as dual vocational training (incl. disadvantage compensation and specialized

	<p>practical training), as supported employment, and as vocational training in workshops for people with disabilities, depending on their needs and capabilities (Vollmer, 2022). The innovative aspect of abBi is that it creates an alternative to these pillars by combining levels and places of learning and employment in a new way. Individuals who, based on their needs and ability, would attend a vocational education level program in a workshop for people with disabilities are in a learning location outside the workshop. Companies on the first labour market are used for the practical part of the qualification.</p>
<p>Why is this project interesting for Include³? Which aspects can be transferred to Include³?</p>	<p>For the Include³ project, the testing of different occupational and work fields can be taken over by long-term internships in companies of the primary labour market with close-meshed support of the people with disabilities and their work environment by a job coach. Bergs & Niehaus (2016) work out in a qualitative study that an internship in the context of another project was an influencing factor for the respondents with disabilities on their later career choice and can contribute to a later adoption in the company. It can be assumed that these results can also be transferred to the abBi project, as the participants get to know a working environment and the companies get to know potential employees and can test them in the long term.</p>
<p>Link to project information</p>	<p>abBi (internationaler-bund.de)</p>

Source: HdBA

Table 7: Links to further resources on vocational education and training (Germany)

Name	Link
Specialist trainee in home economics at the Diakoniewerkstätten Rhein-Neckar and Förderband e.V.	Ausbildungsmaßnahmen - Gemeindediakonie MannheimGemeindediakonie Mannheim (gemeindediakonie-mannheim.de)
REHA-BVB Gastronomy and Kitchen of Hofgut Himmelreich gGmbH/Akademie Himmelreich.	Hofgut Himmelreich (hofgut-himmelreich.de)
A guide to vocational inclusion through qualification modules (2017, 2nd edition) Sindelfingen,Kirchzarten).	GWW / Hofgut Himmelreich: Ein Leitfaden zur beruflichen Inklusion durch Qualifizierungsbausteine (ueberaus.de)
Qualification modules in accordance with § 69 BBiG for some training occupations, Fachstelle Übergänge in Ausbildung und Beruf (Transitions to training and work)	Qualifizierungsbausteine - ueberaus.de
Kleiner Kitabrief as a twelve-month training course that qualifies for an auxiliary activity in a daycare center for children	Pilotprojekt „Kleiner Kita-Brief“ (zth-ev.de)
Kleiner Wirtebrief as a further training measure in auxiliary activities for the hotel and restaurant industry	Kooperationsprojekt „Kleiner Wirtebrief“ (zth-ev.de)
Campaign "100 additional training places for youths and young adults with disabilities in North Rhine-Westphalia	Flyer zur Aktion 100 (mags.nrw)

Source: HdBA

Table 8: Single case study of a rehabilitant (Slovenia)

Attribute	Single case study
Subject of single case studies	Vocational training concept
Project name	Single case study of a rehabilitant
Responsible institution(s)	OZARA d.o.o.
Target group	Person with mild mental handicap
Short project description	A good example of transition to working life and cooperation between different institutions and the rehabilitee. The work efficiency varied from 27% to 58%, therefore a comprehensive survey of performance abilities was necessary to increase the possibilities of finding a suitable job that corresponded to the talents and abilities of the rehabilitant. Once the decision to enrol in vocational rehabilitation was made, support was provided as part of the regular rehabilitation process and individual competencies and skills were strengthened in manual skills as well as fine motor skills.
Innovative aspects	This case study shows how good and trusting networking between different organizations and actors can work. This concerns the entire rehabilitation process, from the determination of the disability status to the person-centred approach and the joint commitment of all involved.
Why is this project interesting for Include ³ ? Which aspects can be transferred to Include ³ ?	Evaluation mechanisms, workflows, collaboration between different professionals and people-centred approach form a network and a solution approach instead of barriers; they are the main transfer elements of interest for the Include3 project.
Link to project information	www.ozara.si

Source: Ozara

Practical examples Counselling concept

Table 9: Counselling in the Service for Self-Determined Living (Belgium)

Attribute	Single case study
Project name	Counselling concept
Responsible institution(s)	Counselling by the Service for Self-Determined Living (in general and during training/employment)
Target group	Service for self-determined living (DSL)
Short project description	Young people with intellectual disabilities
Innovative aspects	<p>The service is responsible for all areas of social life of people with an impairment: Education, training and employment, housing and leisure, mobility and accessibility, etc. This includes appropriate information and advice, individual adaptations and service provision - following the principle "As normal as possible and only special when necessary." In doing so, the DSL, which is subject to official supervision, follows the principle of enabling people with support needs to lead independent and self-determined lives and to also sustainably improve their opportunities for active participation in all areas of life. The counselling services are structured as follows: The service provides advice and information by telephone or by appointment in a personal meeting. The counselling content ranges from assistance and support measures, care and therapy options, and entry into working life to allowances and benefits for people with an impairment.</p> <p>The Training and Employment Department</p> <ul style="list-style-type: none"> • Agrees the training objectives with the company and the trainee, • verifies the effective implementation of the training program, • advises the training company and the trainee, • holds a meeting with the training company and the trainee at least every 6 months, • can identify and implement technical and organizational adjustments to the workplace, • supports the trainee in the workplace when appropriate.
Why is this project interesting for Include ³ ? Which aspects can be transferred to Include ³ ?	<p>The counselling is based on mutually defined goals in the training. The counselling works with fixed counselling and evaluation times. The counselling reviews the implemented training units in the training at a regularly set time.</p> <p>The regular monitoring of the person with support needs is an important component in order to record the changes in abilities and skills, among other things, with inclusion through the ICF screening.</p>
Link to project information	The counselling concept presented contains elements that can also be adopted for Include ³ :

	<p>- The classification, counselling, and further accompaniment of the person with support needs is in one hand, so that one does not have to adjust to ever new counterparts and first build new trust.</p> <ul style="list-style-type: none"> • Basic pillars for the Include³ counselling method can be adopted (goal-oriented counselling with evaluation points and sustainability criteria) Das ICF-Screening ist ein sinnvolles Instrument, da es nicht auf die Defizite, sondern auf die Fähigkeiten fokussiert ist. • Since the DSL is not only responsible for people with disabilities, but also for senior citizens, the inhibition threshold to contact them is reduced. The inhibition threshold is lowered because the DSL is the contact person in the DG for all people, regardless of age and impairment. Previously, the DPB (Service for Persons with Disabilities) was responsible. Here, access was explicitly only possible for people with disabilities and implied stigmatisation in the population. With the expanded access to help and support, access is easier for everyone and the inhibition threshold is lowered.
Subject of single case studies	<p>https://ostbelgienlive.be/desktopdefault.aspx/tabid-318/1346_read-1017/ https://selbstbestimmt.be/arbeiten/ich-moechte-in-einem-oeffentlichen-oder-privaten-unternehmen-arbeiten/</p>

Source: VHS Eupen

Table 10: Counselling within the framework of Supported Employment and Job Coaching (Cyprus)

Attribute	Single case study
Subject of single case studies	Counselling concept
Project name	Counselling within the framework of Supported Employment and Job Coaching
Responsible institution(s)	The Agios Stefanos Foundation
Target group	People with intellectual disabilities
Short project description	<p>The Foundation has participated in the Supported Employment Program since 1998. The program aims to help adults with disabilities enter the open labour market through the support of a job coach. Currently, two job coaches with professional backgrounds in sociology and psychology are employed by the organization and are funded through the program. Interns are recruited from within the organization and receive professional guidance, including assessment of their skills, needs and aspirations. It is the responsibility of the coach to find a suitable job for the trainees. In addition, job coaches act as ambassadors for the trainees by negotiating and securing suitable conditions and work environment with the employer. As long as necessary, job coaches provide further mentoring and practical support, ensuring that trainees' specific needs are met and seeking to increase trainees' independence over time. In addition, job coaches provide guidance regarding other support programs for people with disabilities that can benefit the trainees' integration and independence. The organization also supports trainees by providing transportation to and from the workplace.</p> <p>According to the Agios Stefanos Foundation, fourteen people with disabilities are currently participating in the Supported Employment Program, working in external companies such as supermarkets, clinics and hair salons.</p>
Innovative aspects	Application of the Supported Employment method and the involvement of Job Coaching since 1998.
Why is this project interesting for Include ³ ? Which aspects can be transferred to Include ³ ?	<p>One aspect that could be particularly interesting for the Include³ project, and which is reflected in the above example of the Agios Stefanos Foundation, is that it aims not only to increase the self-confidence of its residents/trainees, but also to help them find ways to externalize and communicate their needs in order to give them the ability to claim equal opportunities and feel self-determined.</p> <p>Long experience with supported employment, identifying successes- and failures. How does coordination with the UN on workplace design work? Openness of the UN?</p>
Link to project information	https://agiosstefanos.org/

Source: SYNTHESIS

Table 11: Vocational guidance concept at "JOBSTER.team" (Germany)

Attribute	Single case study
Subject of individual case studies	Vocational guidance concept, transition to the labour market
Subject of single case studies	Feature example of good practice
Project name	JOBSTER.team
Responsible institution(s)	Rheinarbeit gmbH, Bornheim Sponsored by Aktion Mensch
Target group	People with disabilities
Short project description	<p>The project supports people with disabilities in their job search. At the same time, the JOBSTER.team acts as a recruiter for employers.</p> <p>The support for people with disabilities is based on the pillars of orientation, counselling, decision-making/implementation assistance and follow-up support.</p> <ul style="list-style-type: none"> - In the orientation phase, the strengths, interests, previous professional experience and wishes of the person seeking advice are taken into account. - In the counselling and decision-making phase, the client determines, together with the JOBSTER.team, which occupations are worth considering. In the next step, suitable jobs are sought and further support options are discussed. - In the implementation phase, the project supports people with disabilities in writing job applications, practicing job interviews and other learning tasks. The JOBSTER.team accompanies clients to the job interview, mediates between the client, supervisor and company, and helps with the final decision. - Additional needs, such as an adapted workplace, are taken into account during follow-up. Immediately after hiring, the JOBSTER.team visits the client daily at the new workplace and supports the learning processes during the induction phase. After the successful familiarization, a less close-meshed support takes place, which is, however, characterized by regular visits to the company. In addition, the JOBSTER.team continues to seek contact with managers and colleagues in order to mediate between the client's needs and the new work environment. - The JOBSTER.team also assists in resolving any problems that arise in the new workplace. - A discussion format allows the client and other people with disabilities to meet regularly to exchange ideas (JOBSTER.team, 2021).

	<p>The support provided to companies is based on the pillars of counselling, needs analysis/job profile, personnel placement, and follow-up support.</p> <ul style="list-style-type: none"> • At the beginning, the companies are advised free of charge by the JOBSTER.team on the employment of people with disabilities and on the placement process. • Subsequently, the jobs to be filled by people with disabilities are analysed by the JOBSTER.team. In addition to the requirements of the job, it is also checked for its suitability for people with disabilities and the working conditions. The JOBSTER.team creates a job profile and uses this for the personnel search • In the recruitment phase, the project pre-selects suitable applicants and introduces them to the company. During the recruitment process, the JOBSTER.team supports the contact with public administrations. • In the follow-up phase, the JOBSTER.team draws up a familiarization plan, accompanies the familiarization and, if necessary, further qualification and, if necessary, conducts training for the other employees (rheinarbeit gemeinnützige GmbH, n.d.). <p>The website JOBSTER.team offers a generally accessible job portal with job offers for people with disabilities.</p> <p>The offer is locally limited to Bonn and Rhein-Sieg.</p>
Innovative aspects	<p>Participation of people with disabilities is based on three pillars: accessibility of areas of life, attitude of the environment to differences and availability of aids and support services (Doose, 2007).</p> <p>The innovative aspect is the close consultation and support of both parties: The person with disabilities who is looking for a job and the employer who has a job to offer. This counselling and support incorporates the interests and needs of both sides into the placement. In addition, the holistic measure also involves the immediate work area of the person with disabilities, as new colleagues are also sensitized to working with people with disabilities.</p> <p>Through the placement of jobs in the first labour market, the living area of the working world is made available. The preparation of the environment for differences succeeds through the close involvement of employers and colleagues. The close accompaniment of people with disabilities before, during and after taking up the job by the JOBSTER.team accommodates the availability of aids and support services. The JOBSTER.team thus takes into account the three pillars of participation described by Doose (2007).</p>
Why is this project interesting for Include³? Which aspects can be transferred to Include³?	<p>It is transferable to Include³ that integration into a job on the primary labour market can only be achieved through detailed counselling of both sides (future employee and future employer), ideally by a counselling instance that knows the needs and interests of both sides exactly. Furthermore, it is transferable to the Include³ project that the counselling and placement process does not end with the start of employment and the completion of on-the-job training. Close monitoring (in this case, daily visits to the company in the first phase after starting work) can help identify potential challenges</p>

	early on and better address any problems that arise. For the Include ³ project, the format of sharing people with disabilities about their new jobs can also be adopted, as they can learn from each other and find that their experiences are also shared by other people with disabilities.
Link to project information	JOBSTER.team (jobster.team)

Source: HdBA

Table 12: Counselling concept of the Federal Employment Agency (Germany)

Attribute	Single case study
Subject of single case studies	Counselling concept
Project name	Counselling concept of the Federal Employment Agency (Volume III Handbook for counsellors of disabled people)
Responsible institution(s)	Bundesagentur für Arbeit
Target group	Counsellors of people with disabilities
Short project description	<p>The counselling concept of the Federal Employment Agency includes a manual for counsellors of disabled people. The counselling services are provided by counselors and mediators of the Federal Employment Agency. They provide vocational guidance for people with disabilities. Counselling is already provided during the school years before graduation in special schools and schools with an inclusive approach. At the same time, the counselling concept also refers to people who have completed compulsory education and are looking for a job or training position. The rehabilitation counsellors are also responsible, among other things, for assignment to workshops for people with disabilities: The medical diagnosis and the psychological report are incorporated into the counselling process. The individual, personal counselling interview often takes place with the participation of third parties (e.g. relatives, legal guardians).</p> <p>The counselling concept includes two specific counselling formats: The orientation and decision-making counselling and the integration-accompanying counselling. Both types of counselling are divided into three phases with corresponding standard sequences:</p> <ul style="list-style-type: none"> - Phase I: Situation analysis - Phase II: Goal setting - Phase III: Solution strategies <p>The following are examples of the three phases of orientation and decision counselling with their standard sequences:</p> <ul style="list-style-type: none"> - Entry <p>Phase I: Situation analysis</p> <ul style="list-style-type: none"> ● - I-01 Reason for counselling ● - I-02 Status in the orientation and decision-making process ● - I-03 Overall assessment <p>Phase II: Target identification</p> <ul style="list-style-type: none"> ● - II-01 Exploration of target options ● - II-02 Concretization and coordination of action goals <p>Phase III: Solution strategies</p>

	<ul style="list-style-type: none"> • - III-01 Solution options of the customer • - III-02 Joint solution steps • - III-03 Implementation planning/agreement • - Conclusion
Innovative aspects	Vocational orientation and decision-making counselling and integration counselling, which include aspects of the disability in the counselling process. The client is seen as the "expert" of his disability (cf. Zahn et al., 2010, p. 91). It is important for the counselling to have a framework that is free of disturbances and takes the disability into account (cf. Zahn et al., p. 90). In addition, concrete sample questions are provided for the individual phases in the counselling interview, which relate to different types of disabilities (e.g., visual impairment, hearing impairment).
Why is this project interesting for Include³? Which aspects can be transferred to Include³?	The counselling concept and its method case can serve as a basis for the Include³ method. In particular, the technical and methodological preparation of the individual phases (method case as a flexible system) should be included. The counselling concept of the Federal Employment Agency is flexible and receptive to method modules of the Include³ method and individual modules from the curriculum.
Link to project information	Link not freely available

Source: HdBA

Table 13: Supplementary Independent Participation Counselling (Germany)

Attribute	Single case study
Subject of single case studies	Feature example of good practice
Subject of single case studies	Counselling concept
Project name	Supplementary Independent Participation Counselling (EUTB)
Responsible institution(s)	Specialist office for participation counselling
Target group	People with disabilities in the EUTB
Short project description	The EUTB is a supplementary counselling service in addition to the existing counselling services offered by the service providers. The counselling is based on the individual needs and resources of each person. The counselling is free of charge. In Germany, there are approximately 500 counselling centres nationwide that provide information and counselling about rehabilitation and participation services. On the legal basis of § 32 SGB IX, the EUTB is funded by the Federal Ministry of Labour and Social Affairs.
Innovative aspects	In counselling, the focus is on self-empowerment/empowerment and participation. A mission statement has been developed for the counselling work. The core of the counselling service is peer counselling, where those affected advise those affected.
Why is this project interesting for Include ³ ? Which aspects can be transferred to Include ³ ?	The counsellors in the EUTB are often affected persons or relatives of persons with disabilities themselves and thus experts in their own field. The training program developed especially for the consultants and their use in peer counselling can be used for Include ³ . Some EUTBs stand out for their barrier-free offers, e.g. digital barrier-free explanatory videos. Their application for Include ³ should also be examined. Likewise, the APP "Participation Counselling" was developed, which offers support for questions about participation and rehabilitation.
Link to project information	https://www.teilhabeberatung.de/

Source: HdBA

Table 14: Korenika eco social farm (Slovenia)

Attribute	Single case study
Subject of single case studies	Professional counselling concept based on the principles of empowerment, participation and sustainability
Project name	Korenika eco social farm
Responsible institution(s)	KORENIKA Šalovci
Target group	Vulnerable social groups, people with intellectual disabilities.
Short project description	<p>Korenika is a social enterprise that employs people from special target groups. It is an eco-farm with organic production, processing of food and sale of its own products, such as herbal teas, cold-pressed oils, dried and pickled fruits and vegetables, winter jelly, juices and syrups. The farm is open to groups of visitors who can visit the animal park and herb garden. They also have a herb garden and animal park that can be visited by visitors. In addition, many activities and trainings are offered to visitors in a pleasant rural environment (Korenika, n.d.). Counselling and guidance are guided by the principles of empowerment, participation, and sustainability.</p> <p>Farm workers receive regular pay or other small material rewards.</p>
Innovative aspects	<p>An innovative aspect is bringing together social entrepreneurship. The concept of social entrepreneurship is an innovative form of this, characterized by a great sense of responsibility for society and people. This entrepreneurship represents a profit for society. Acquired profits are returned to the company and benefit the environment. This combination of employment, ecology and sustainability in food production and collaboration with local and regional organizations promotes awareness in society at the local level.</p> <p>The innovative counselling aspect is focused on sustainability.</p>
Why is this project interesting for Include ³ ? Which aspects can be transferred to Include ³ ?	<p>The organic farm Korenika includes a working environment with great potential for the employment of people with intellectual disabilities.</p> <ul style="list-style-type: none"> - Guidance and counselling here are linked to the issue of sustainability, which can generate new forms of more sustainable employment for people with disabilities. - The following aspects are important in the context of Include³: <ol style="list-style-type: none"> 1. Company specific employment. 2. Organic farming works on the principle of considering and maintaining the long-term balance in nature. Social enterprises also work in a similar way. They strive for balance in the local environment by providing jobs, integration and equality for people, and a higher quality of life for the local community - thus increasing connectedness. 3. Bringing together different social groups

	<ul style="list-style-type: none"> • Aspects of interest for the Include³ project include participatory curriculum. This is where the specific concepts of Korenika can take effect: Supervisors are trained to work with people with various types of limited work capacity, including people with intellectual disabilities. • The requirements of the activities are individually adapted to the abilities of the target group. This process takes place with the participation of the target group, so that they are involved in a self-determined manner. • The counselling and guidance are based on the concept of "learning from each other" in the sense of a polite community and a participatory togetherness. • The inclusive thought characterizes this farm through the opening for visitor groups (herb garden, petting zoo, training offers).
Link to project information	https://www.korenika.si/

Source: Ozara

Practical examples Transitions from sheltered employment to the general labour market

Table 15: Outgroups (Belgium)

Attribute	Single case study
Subject of single case studies	Transition to the general labour market
Name of the project	Outgroups
Responsible institution(s)	Workshop for disabled people in Eupen
Target group	Industrial companies
Short project description	People with mild disabilities who are employed in sheltered workshops can work in private companies. In Belgium, workshop employees receive a minimum wage. They perform simpler work such as storage, packaging or cleaning. This work is not temporary, some of them work for several years, and in the meantime they are part of the company rather than the workshops.
Innovative aspects	This is a kind of seconded work and offers more opportunities for people with disabilities to try themselves also in the first labour market. At the same time, they maintain the protection and security of retaining the status of workshop employee.
Why is this project interesting for Include ³ ? Which aspects can be transferred to Include ³ ?	Outgroups represent a first step into the labour market and can be understood as a path to inclusion.
Link to project information	https://www.bweupen.be/dienstleistungen/aussengruppen/

Source: VHS Eupen

Table 16: "Part-time study - part-time employment" - at high school level (Cyprus)

Attribute	Single case study
Subject of single case studies	Transition to the job market
Project name	"Part-time study - part-time employment" - at high school level.
Responsible institution(s)	Special School in Nicosia, special school in Nicosia (http://eid-eidiko-lef.schools.ac.cy) in cooperation with the Christos Steliou Ioannou Foundation (https://ioannoufoundation.org)
Target group	Young students with intellectual disabilities
Brief project description	<p>The program "Part-time study - part-time employment" (placement and part-time employment in jobs on the open labour market with the support of job coaches). This program has been implemented at the school since 2016 and is offered in collaboration with organizations specializing in supported employment. Students who are eligible to participate in this program attend the school on non-working days.</p> <p>The Special School in Nicosia offers two types of vocational education that can be attended in combination with the Part-time study - part-time employment program:</p> <p>1. General education:</p> <ul style="list-style-type: none"> - Language instruction: reading, writing, and speaking. - Mathematical concepts and operations - Social and cultural issues - Social and emotional education - Individual functioning - Daily living skills <p>2. Special education:</p> <ul style="list-style-type: none"> - Art/practical tasks (painting, decorating, building). - Home economics (cooking, sewing, housekeeping skills, etc.) - Music (songs, auditions, choir) - Physical education (games, cycling, organizing and preparing games, training soccer teams, basketball) - Carpentry <p>Individualized program for partial inclusion in general education.</p>
Innovative aspects	<p>The special school in Nicosia offers pre-vocational education to young people with intellectual disabilities and can be cited as an excellent example of supporting the transition to the labour market.</p> <p>This education allows for a combination of education, a more practical approach, but also a more theoretical approach that still allows students to receive a more "traditional" education while preparing them for the labour market.</p>
Why is this project interesting for	This example could be interesting for Include ³ as it shows the possibility of a more "traditional" curriculum for young people with intellectual disabilities in combination

Include³? Which aspects can be transferred to Include³?	with a more practical approach (in the field of work). The special school in Nicosia also emphasizes the importance of having a job coach to guide and support the young people in this process.
Link to project information	http://eid-eidiko-lef.schools.ac.cy/

Source: SYNTHESIS

Table 17: Jobcoaching at Diakoniewerkstätten Rhein-Neckar (Germany)

Attribute	Single case study
Subject of single case studies	Transition to the labour market
Project name	Jobcoaching - counselling, qualification, placement
Responsible institution(s)	Diakoniewerkstätten Rhein-Neckar of the Gemeindediakonie Mannheim, vocational training area Malau
Target group	Especially young people with mental disabilities and learning disabilities
Brief project description	<p>With the job coaching project, Diakoniewerkstätten accompanies young people from the Malau vocational training area and workshop employees from the various work areas who have the goal of working outside the workshops. In addition to individual case support, theoretical, practical and personal development content is taught. The individual case support includes the acquisition of the internship, the preparation of the internship contract and the intensive support during the internship. Parallel to the internship, one project day per week takes place in the workshop, where qualifying measures as well as reflection discussions are held. An important element is also the support on the way to the decision: Employment contract or outsourced workplace. Consultation with the company is anchored in the concept and is implemented regularly and according to the situation. In addition, there is close cooperation with the specialist integration service in clarifying the framework conditions for a possible transfer to a subsidized employment relationship (Verein für Gemeindediakonie und Rehabilitation e.V., n.d.).</p>
Innovative aspects	<p>In order to accompany the inclusion of a person with disabilities in the workplace, a methodical support is needed - the job coaching. Job coaching focuses on the promotion of necessary individual and company learning processes. (cf. Hötten/Hirsch, Jobcoaching, 2014, p. 11). The special feature of the job coaching approach lies in workplace support, i.e. job coaches take part in the everyday work of people with disabilities in the company. By participating and experiencing the work situation, the work atmosphere with colleagues from the perspective of the PWD directly, they can assess their abilities and limitations and develop solution-oriented ideas that can promote inclusion in the long term (p. 12). These ideas can include everything from collegial collaboration and leadership styles to the design of job requirements and work processes. Job coaching is thus characterized by two parallel and interlocking work tasks: 1. supporting the interns and (potential) employees with disabilities and 2. supporting the company in dealing with the disability-related possibilities and limitations (p. 12.). According to Hötten/Hirsch, job coaching is to be classified as a systemic approach, since all people from the company environment are to be included equally; the counselling focus changes from the individual to all groups</p>

	and persons involved in the inclusion process. It is about the acceptance of disabilities and limitations and about a productive and solution-oriented interaction of all.
Why is this project interesting for Include³? Which aspects can be transferred to Include³?	The method of job coaching has already been applied for more than 10 years, especially in Supported Employment (UB) and increasingly in other social labour market projects. The innovation of the intensive job coaching and the intensive support of the persons with disabilities and the employers:inside is considered as a very recommendable method for workshops. Therefore, the method itself should be made known in the workshops and correspondingly adapted instruments or working materials in the sense of an Include³ method suitcase on the subject area of job coaching should be made available to the workshops.
Link to project information	Jobcoaching Gemeindediakonie Mannheim (gemeindediakonie-mannheim.de)

Source: HdBA

Table 18: Links to further resources on the topic of transition to the labour market (Germany)

Name	Link
Concept of Supported Employment (UB)	Unterstützte Beschäftigung - Konzept und Überblick (bag-ub.de)
Job coaching materials/instruments by Hötten/Hirsch	Arbeitshilfen und Materialien aus dem Buch Jobcoaching (balance-verlag.de)
Inklusion am Arbeitsmarkt: Modellprojekt JobBudget zeigt praktikable Wege (Working materials for the transition from WfbM to the general labour market)	Modellprojekt JobBudget (isl-ev.de) Sammlung der Arbeitsmaterialien zum JobBudget (isl-ev.de)
Jobtrainer-Blog (materials for teaching and counselling for job coaches in labour market projects)	Allgemeine Startseite des Jobtrainer-Blogs (jobtrainer-blog.de)
Inklupreneur movement in Berlin and Bremen, bringing together people with disabilities and innovative start-ups and grow-ups.	Inklupreneur (inklupreneur.de)
Mauricio Klumpp has a socially insured, subsidized job in a daycare centre after specialized theoretical home economics classes from the personal budget	Bericht der Agentur für Arbeit Göppingen über die Arbeit von Mauricio Klumpp im städtischen "Haus für Kinder" in Ostfildern (arbeitsagentur.de)
Handbook "I have found my job 67 examples of people with disabilities in companies".	Handbuch „Ich habe meinen Arbeitsplatz gefunden“ (daten2.verwaltungsportal.de)
BÜWA - Accompanied transition from workshop to general labour market in Bavaria	Kurzinformation BÜWA (stmas.bayern.de) Informationsbroschüre für BÜWA-Kooperationsunternehmen (cab-b.de) Begleiteter Übergang Werkstatt – allgemeiner Arbeitsmarkt Bericht zur Verstetigung des Projekts (wfbm-bayern.de)

Source: HdBA

Table 19: Druga violina (Slovenia)

Attribute	Single case study
Subject of single case studies	Topic of the individual case studies Transition to the general labour market
Project name	Druga violina
Responsible Institution(s)	CUDV Draga - Training, Work and Care Center
Target group	People with intellectual disabilities
Short project description	In 2012, CUDV Draga opened the "Druga violina" inn in the old town of Ljubljana, where people with disabilities are employed under special conditions in sheltered employment. It enables them to actively participate in social life by working in the first labour market. They maintain their work skills and acquire social and professional competences. Druga Violina offers include, in addition to teaching basic gastronomic skills, various cultural and artistic events, training, product sales, etc. (Bužan, 2016).
Innovative	<p>A restaurant is something that is normally perceived as a for-profit business. So, the point is to change the perspective that not all jobs need to be created only with the support of the public sector, but that the scope and sensitivity to employ people with disabilities in the open labour market can be expanded by raising the awareness of employers to employ more people with disabilities outside the system of disabled businesses in the future.</p> <p>In addition to the "Druga Violina" efforts, national legislation has also changed, giving people with intellectual disabilities more flexibility and, most importantly, eliminating stigma. People with special needs can engage in regular paid employment. This is a system change with a flexible transition from disability benefits to regular employment with a guaranteed minimum wage. Transferability is one of the biggest advantages of the new law.</p>
Aspects	<p>Druga Violina follows an individual approach in the transition process to the general labour market, which is characterized by empowerment and participation.</p> <p>People with disabilities are empowered to live self-determined and independent lives through the payment of a minimum wage.</p> <p>Druga Violina can be identified as an example of working in the catering sector for people with intellectual disabilities. As a result, an inclusive change is taking place in the gastronomy sector.</p>
Why is this project interesting for Include ³ ? Which	https://www.druga-violina.si/

aspects can be transferred to Include ³ ?	
Topic of single case studies Transition to the general labour market	Subject of single case studies Transition to the general labour market

Source: Ozara

Table 20: Links to further interesting case studies (Slovenia)

Name	Link
VDC Tončke Hočevar (Gardening, construction house, kitchen)	https://www.vdc.si/
VDC in Nova Gorica (building house, care of the sick and elderly)	https://www.vdcng.si/
VDC Polž Maribor (vegetable and plant cultivation, auxiliary work in the garden centre of a shopping mall)	https://www.vdcpolz.si/

Source: Ozara

HdBA – the University of Applied Labour Studies, as the national institution responsible for the education of specialists to work in the Federal Employment Agency, has a particular expertise on questions of vocational education and training (VET) and counselling with regards to such questions. This includes the education and training of counsellors working in the specialist departments for supporting people with disabilities who are, among other things, responsible for assigning clients into the VET section of sheltered workshops. HdBA has a specialised chair for inclusion studies and focused resources on this area over recent years.

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OZARA service and disability company d.o.o. is one of the national key service providers in the field of vocational rehabilitation and social inclusion. Enjoying indisputable status of professional authority in the field of training, employment of persons with disabilities, social inclusion, vocational and employment rehabilitation in Slovenia, OZARA d.o.o. brings crucial resources to the consortium by transferring its knowledge regarding the needs identified in the scope of project proposal. It has around 150 potential end users, and tens of professional workers and mentors, supporting these disadvantaged groups.

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The VHS Bildungsinstitut (Adult Education Centre) is the educational service of the Christian Labour Movement (CAB) in East Belgium, in the German speaking Community. The CAB is the largest social movement in Belgium. The VHS is engaged mainly in social-political learning activities, such as trainings for project coordinators for cultural and social projects, and in the ACADEMY 50+ in training for elderly people in different subjects such as politic sciences, sociology, philosophy, history, cognitive stimulation, etc. After 2015, the VHS coordinated the integration pathway in East Belgium with language classes (German) on different levels and civic lessons for all people coming to the German speaking Community. The VHS is also involved in trainings for unemployed persons in application techniques, and integration into the labour market. These are also topics that are discussed in several Erasmus+ projects.

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