

# helios

Flash

7

## education-training-youth

### The involvement of disabled people in the European Commission's education, training and youth programmes

To attain its objective of promoting equal opportunities for disabled people and their integration into society, the Community's HELIOS programme needs to contribute to the development of comprehensive and consistent policies in Europe. Indeed, one of the European Commission's institutional responsibilities is to ensure consistency and complementarity between all the policies and initiatives developed at European level. HELIOS makes its own contribution to this effort, but it does not act in isolation: the programme has established permanent contact with a number of Commission measures and programmes, in fields ranging from employment to technological research, sport, transport and education.

ing: disabled people can also play an active part in the people's Europe which thousands of exchanges and visits abroad are helping to build.

In this HELIOS Flash special issue we assess, on the one hand, the involvement of disabled people in the education, training and youth programmes coming to a close at the end of the year, and, on the other, cooperation between Directorate-General V (*Employment, Industrial Relations and Social Affairs*), which has responsibility for the HELIOS programme, and the European Commission's Task Force for Human Resources, Education, Training and Youth.

*Feature prepared in collaboration with the Task Force for Human Resources, Education, Training and Youth*

Education is a particularly fertile area for cooperation. The European Commission's exchange programmes in the field of education, training and youth are extremely popular: ERASMUS, COMETT, LINGUA, PETRA, FORCE and the others have become familiar names. What is perhaps less widely known is that many of these programmes focus on the issues of equal opportunities for disabled people and their integration into society. We therefore decided to devote a special issue of HELIOS Flash to the involvement of disabled young people and students in the Commission's programmes for education, training and youth. We would also like to let young people know that a disability is no barrier to apply-

Today's assessment will be the springboard for tomorrow's action: the Maastricht treaty has extended the European Union's powers in the field of education, and a new generation of programmes for education, training and youth are due to be launched in the new year.

**B. Wehrens, DG V - Employment, Relations Industrial and Social Affairs**

**D. Lenarduzzi, Task Force for Human Resources, Education, Training and Youth**

CEE: V/102

Bimonthly newsletter of the Community action programme to assist disabled people .





## Action programmes in the field of education and training

The Commission's first education initiatives date back to 1976, but most of the programmes mentioned in this issue started up between 1986 and 1988. They are very briefly described below, in order of launch date.

**ARION:** exchange activities to enable educationalists and education officials to improve their understanding of the development of education policies and systems in the other Member States (1976)

**COMETT:** programme on cooperation between universities and enterprises regarding training in the field of technology (1986).

**ERASMUS:** Community action scheme for the mobility of university students and teachers and promotion of the mutual recognition of diplomas. The Commission set itself a target of 10% student mobility in the European Union (1987).

**EUROTECNET:** programme to promote innovation in the field of vocational training resulting from technological change in Europe (1987).

**PETRA:** action programme for the initial vocational training of young people and their preparation for adult and working life (1988).

**Youth for Europe:** action programme to promote extracurricular youth exchanges in the European Union (1988).

**IRIS:** European network of vocational training programmes for women (1988).

**LINGUA:** action programme to promote the knowledge of foreign languages in the European Union (1990).

**TEMPUS:** pan-European mobility programme for higher education, designed to assist the transformation of the higher education systems of central and eastern Europe.

**TEMPUS (1990)** is an integral part of the **PHARE** programme.

**EURYDICE:** network for the exchange of information on national and Community systems and policies in the field of education (1990).

**FORCE:** Community action programme for the development of continuing vocational training (1991).

# education

the European Union's new powers

The entry into force of the Treaty on European Union - better known as the Maastricht treaty - on 1 November 1993 gave the Member States and the Commission a legal framework within which to propose Community measures on the entire field of education, from nursery schools to universities.

Although the organisation and content of teaching are still the preserve of the individual Member States, the latter are involved in Community measures to promote the development of high standards of education, and cooperation between educational establishments in Europe. Giving education a European dimension, from the very earliest age up, is a way of helping to adjust the educational process to ongoing economic, social and cultural changes: proficiency in a number of languages, knowledge and appreciation of the customs and cultures of other countries, and opportunities to study and work with young people of other nationalities have become valuable aids to social integration and the keys to European citizenship.

Maastricht gave the European Union genuine powers in the field of education. All the existing programmes discussed in this special edition concern various forms of vocational training in technical and general secondary and higher education, and have their legal base in Article 128 of the Treaty of Rome. Articles 126, 127 and 128 of the Maastricht treaty extend EU powers on education, training and youth to all levels of education, both within and outside the formal school system.

The Commission has taken these articles as the basis for proposals on three major new action programmes:

**SOCRATES** is intended to promote the European dimension in education, from primary school to university. It will follow on from **ERASMUS** and **LINGUA**.

**LEONARDO** is to stimulate vocational training, and will replace **COMETT**, **PETRA**, **FORCE** and **EUROTECNET**.

**Youth for Europe III** relates to extracurricular youth exchange activities. The definitive content of these programmes will not be known until the end of 1994, ready for their entry into force in 1995.

If there is one area where disabled people, children and young people included, need the benefit of full integration, it is education. One of the functions of school, after all, is to develop a taste for learning and individual study skills. Schools are supposed to enable each child to develop fully and exploit his or her potential to the utmost, in the interests of both personal fulfilment and future career prospects. And they are also intended to ensure equal opportunities for all, in a spirit of solidarity, exchange and cooperation.



To what extent have disabled people taken part in the programmes for education, training and youth up to now? What specific measures are organised for disabled people? To find out, the Task Force conducted its own inquiry among the hundreds of initiatives and exchange activities organised as part of the programmes it runs.



Deaf people taking part in an educational exchange programme. Getting in touch with local associations before departure can help solve practical aspects more quickly. (Photo: G. Clist)

# education-training-youth

## The involvement of disabled people in the education, training and youth programmes

Its first finding was that the legislative texts establishing the programmes vary widely in this respect.

Three of the programmes (*ERASMUS, LINGUA and PETRA*) mention special measures to encourage the participation of disabled people in certain types of activity.

Two of the programmes (*FORCE and Youth for Europe*) make reference to the broad concept of "disadvantaged people", which is taken to include mentally and physically disabled people.

Four of the programmes (*COMETT, TEMPUS, EUROTECNET and IRIS*) do not explicitly mention disabled people, but some of their activities touch upon the issue of integration for disabled people.

One programme (*ARION*) includes integrated education as one of the themes of the study visits.

The second finding was that many of the projects supported either involve disabled people as direct participants or have been developed for their benefit. More detailed information on the individual programmes is given below.

### ERASMUS

In its present form, ERASMUS offers two main kinds of activity:

- study grants for students in higher education in a European Union or EFTA country, for an average of seven months (*presently some 100,000 students a year*);
- ICPs, or inter-university cooperation programmes, which provide for student and teacher exchanges (*8,000 lecturers involved*).

The ERASMUS Guidelines for Applicants specifically refer to access opportunities for disabled students, who are encouraged to take part. It is noted that the national grant-awarding authorities should be informed of specific needs, in case additional payments are in order. Disabled students can be eligible for higher ERASMUS grants, which can be up to the maximum sum payable (*10% of the budget for Action 4 - complementary measures - is earmarked for complementary mobility measures and special grants for disabled people*).

In addition, since 1992-1993, the ERASMUS Directory of Programmes has been expanded to include a special information section identifying institutions in the European ERASMUS network which have set up facilities for disabled students. Four symbols are used to denote establishments in which:

- at least 90% of buildings have access and toilet facilities for disabled people;
- facilities and services are laid on for the blind and partially sighted (*Braille transcription, photocopyers for enlargements, teaching aids on cassette, etc.*);
- facilities and services are laid on for the deaf and hard of hearing (*sign language interpreters, hearing aids, clubs for the hard of hearing, etc.*);
- facilities are available on site for students with disorders such as haemophilia, diabetes and epilepsy.



- ▶ The information provided is not exhaustive, however, and students are advised to carry out their own inquiries regarding their particular needs.\*

*It should be noted that this special Directory of Programmes was published with financial assistance from ERASMUS for a survey conducted by the NGO Mobility International in cooperation with the ERASMUS Bureau.*

From 1987 to 1992, 27 projects under the ICPs dealt with special education and training for teachers of disabled people.

We cannot list them all here, but we might cite as examples:

- the exchange between the University of Cologne (D) and the University of London (UK) in the field of psycho-pedagogic care for children with special needs;
- the exchange between the universities of Oldenburg (D), Barcelona (E) and Amsterdam (NL) on intercultural communication, which covered communication with disabled people;
- the development by 11 universities in nine countries of a new postgraduate training module on the specific needs and integration of disabled people in education and training.

Disabled people were indirectly targeted by 14 other ICPs in the field of medical sciences, physiotherapy, occupational therapy, etc., which involved a large number of Member States.

In addition, from 1989 to 1992, ERASMUS financed the preparation of 10 projects and initiatives designed to develop certain forms of special education for disabled students.

*Issue 14 (vol. 1992) of the ERASMUS newsletter was devoted to students with specific needs and their involvement in the programme.*

\* For example, as a product of cooperation between DG V and the Task Force, a more detailed publication on access to higher education for students with specific needs is due to be issued in autumn 1995, in collaboration with the *Fédération européenne des bureaux d'orientation (FEDORA - European federation of careers guidance bureaux)*.

## LINGUA

The LINGUA programme provides for measures of four main kinds to promote:

- the in-service training of foreign language teachers and trainers (*Action I*);
- the learning of foreign languages by future foreign language teachers (*Action II*);
- knowledge and use of foreign languages in work relations and in economic life (*Action III*);
- exchanges of young people (*Action IV*).

LINGUA can award exchange grants covering 75% of costs (instead of 50%) to socially disadvantaged or disabled young people. Two projects (*Action IV*) concern the latter: one to help those who are deaf or hard of hearing to find a job through knowledge of foreign languages, and the other to help people with learning difficulties to find work in the tourist industry.

The programme's organisation is extremely decentralised within the Member States; as a result, although a large number of disabled students have taken part in the activities, it is difficult to ascertain exactly how many.

## COMETT

COMETT consists of a cooperation network of universities and businesses established to achieve a range of goals relating to technological training. The programme does not target disabled people specifically. One initiative that should be mentioned, nonetheless, is the PHONOS project (*Spain*) for the development of multimedia teaching materials and courses for the trainers of people with temporary learning difficulties due to a language disorder.

## ARION

ARION organises study visits intended both to enable those responsible at local or regional (*or indeed national*) level to adapt and reassess their work in the light of experience acquired in other Member States, and to keep the public authorities better informed about the development of education in Europe. In 1992-1993, 850 grants were awarded for study visits. The Education Ministers of the Member States drew up lists of priority themes for the visits; the integration of disabled young people was one, and has accounted for an average of six visits a year (*involving around 60 people*) since 1988.

## ERASMUS

Ann et Martin KELLY, *University of Strathclyde, Glasgow, United Kingdom*

We each graduated with a Bachelor of Arts (*Honours*) in Economic and Social History in July 1991 at Strathclyde. As mature students, we took part in a Strathclyde/Trinity College Dublin student mobility ICP in the summer of 1990, the first visually impaired students to do so. The most important aspect of our exchange was the need for careful planning and communication between the institutions.

During our ERASMUS experience, we did have to face some difficulties or "challenges"! We should therefore like to suggest the following checklist for future similar exchanges:

- Ensure that all technical equipment will be compatible with systems at the host institution.
- Inform staff (*librarians, catering personnel, etc.*) that partially sighted students may sometimes need additional assistance (*borrowing books for longer periods, etc.*).
- Where possible, request self-contained accommodation.
- Try to plan the exchange during term time to facilitate contact with other students, and to find readers more easily.
- Include a pre-departure briefing (*for example on foreign currency*).
- Prior to departure, establish contact with any organisations for visually impaired people in the host city.





Whether within ERASMUS, COMETT, PETRA or EUROTECNET, data processing and new technology are often priority themes for European exchanges.

## TEMPUS

TEMPUS is a specialised programme designed to support the development and restructuring of higher education in the countries covered by the Community's PHARE and TACIS programmes (*central and eastern Europe*). The Council decision establishing TEMPUS II (*Official Journal of 6 May 1993*) states that the programme's objectives should be achieved with respect for equal opportunities for men and women, and disadvantaged groups and disabled people.

## EUROTECNET

EUROTECNET aims to promote innovation in the field of basic and continuing vocational training resulting from technological change. The programme provides no financial assistance, but brings together 284 projects in the 12 Member States of the European Union, selected according to priority themes. One of these relates to the analysis of training needs, and another to innovative training methodologies (*new pedagogic approaches, distance learning, etc.*). Three of the projects specifically target disabled people, but the results of exchanges between all the partners of the EUROTECNET networks concern the integration of all people with special needs, including disabled people. For example, distance training and learning are of particular interest to those disabled people who are entirely or virtually unable to go out.

## FORCE

The aim of FORCE is to foster in-house vocational training for employees, including disadvantaged workers. The term "disadvantaged" covers all obstacles to equal opportunities, including gender, race or ethnic origin, lack of skills and physical, sensory and mental disability. 19 of the 1991-1992 projects concerned disadvantaged people, just two of them dealing with disability: continuing training for the occupational and social integration of disabled people (*four organisations in France, Luxembourg, Germany and Belgium*), and special measures for access to training for people with learning difficulties (*four British, one German and one Italian organisation*).

## IRIS

IRIS II (1994-1998) divides its activities between three major strands: promoting equal opportunities in vocational training and raising the profile of training for women; developing women's training; and forging and strengthening links across Europe. The central theme for the programme's 1994 activities is: "equality, socio-economic change and new working arrangements". The two main target groups are low-skilled workers -

both men and women - and managers. IRIS's activities include the organisation of seminars, study visits and exchanges. The network now brings together 704 training bodies. Some IRIS activities focus on socially and culturally disadvantaged groups, but disabled people are not specifically mentioned.

## EUROTECNET

### training in data processing

EUROTECNET promotes partnerships between vocational training initiatives. The **GOCI** in Aarschot (*Limburg province, Belgium*) is one example of this.

The **GOCI** (*Gespecialiseerd Opleidingscentrum Informatica, or centre for specialist training in data processing*) is just one of 14 vocational training centres for disabled people in Flanders, but it is the only one providing advanced training in information technology. All the students are physically, aurally or visually disabled or have had psychiatric problems.

The **GOCI** point to four things all the students have in common: they are at least 18 years old, have specific needs, want to find a job and have a high IQ. There are around 50 on the two-year course, but the centre receives more applications than it can accommodate...

The **GOCI** uses not only modern technology, but also modern teaching methods involving a high level of student participation (programmed learning, tutorials, etc.). Furthermore, most of the final projects the students have to submit are commissioned by businesses.

The centre's aim is to train its disabled students to a higher level than other schools. **GOCI** graduates are thought to be 100% operational within three or four weeks of starting work - far faster than their counterparts from university. Of the 93 people enrolled on the course in the first five years since the school was founded in 1986, 40 successfully completed their training, and 38 of those almost immediately found permanent employment.

**EUROTECNET** has enabled the **GOCI** in Aarschot to forge ties of partnership with other training centres in Italy, Spain, Germany and Ireland.



## ▶ YOUTH FOR EUROPE

No specific mention is made of disabled people under the Youth for Europe programme, which provides for youth exchanges outside the framework of education and vocational training. Instead, they are included in the category of disadvantaged young people, which is a priority group for certain measures.

The organisation of the programme is very decentralised. Nonetheless, we have established that five projects involving disabled young people (*four in the United Kingdom and one in Italy*) were conducted in 1992 and 1993 as part of measures undertaken with direct Commission support.

## EURYDICE

EURYDICE is essentially an information network on education in the European Union. It cooperates with HELIOS/HANDYNET and runs a data base which is updated on an yearly basis and comprises a section on special education.

## PETRA

A variety of measures are available under the PETRA programme (initial vocational training of young people and their preparation for working life), including training and work placements for young people in another Member State (*Action I*), a European Network of Training Partners and Youth Initiative Projects (*Action II*).

The Council decision on PETRA provides that the measures undertaken should devote particular attention to young people most at risk, including disabled young people.

At the end of the programme's first year (1992), only a limited number of disabled young people had applied (*Action I*); this prompted the Commission to undertake awareness-raising activities, with support from HELIOS in particular. One of the main obstacles to the participation of disabled people in the PETRA programme is the extra cost involved. The 1994 guidelines accordingly provide for the allocation of larger sums for placements of disadvantaged young people: up to 50% more than the usual appropriation. As with other programmes, however, the involvement of disabled people can be difficult to ascertain since some, clearly, take part in mainstream projects and are not specifically mentioned in administrative reports.

One of the priority themes for the selection of partnership projects under Action II (*training network*) is the improvement of vocational training strategies and methods for young people experiencing difficulties. During Phase I of the programme (1988-1991), 28 partnership projects were concerned wholly or partly with disabled young people (*annual figures range from 6% to 11%*). To quote a few examples: action to facilitate the integration of disabled young people into the jobs market by means of training in office automation systems (*Belgium and Italy*); training in greenhouse management for mentally handicapped people (*Spain, Germany and Luxembourg*); exchanges of physically disabled young people for greenhouse and public service management (*Greece and the United Kingdom*); and the development of a computer-assisted distance learning system (*Ireland, the Netherlands and France*).

Of the youth initiatives, 21 projects out of 800 directly or indirectly concerned disabled people, and 10 were designed and organised by the disabled young people themselves. Some examples of projects run by disabled young people are: the organisation of sporting and cultural events (*Ireland*); a film competition and training in cinematography (*Spain*); information on various aspects of education, training and access to employment for deaf and blind young people (*United Kingdom*); and the installation of a data base on exclusion in a documentation centre (*Italy*). Projects developed for disabled young people include: vocational training (*Ireland*), training in new technologies (*Italy*), and training for riding instructors for disabled people (*France*). □

## SEMPRE VERD *support from PETRA*

On the island of Majorca, not far from Palma airport, a vast glasshouse, covering 2,500 m<sup>2</sup> shelters several thousand tropical and ornamental plants, every last leaf and each square centimetre of soil carefully tended by the workers of Sempre Verd, a horticultural supply firm. But Sempre Verd is not quite like other companies. Although its ultimate goal is to become fully self-financing, it is first and foremost a splendid experiment in social and economic integration: its dozen-strong staff includes 10 people aged between 20 and 30 who have Down's syndrome.

Until just a few years ago, according to the head of Sempre Verd, people with Down's syndrome were regarded as useless and wholly unfit for the labour market. Sempre Verd has demonstrated that the opposite is true. The 10 gardeners are extremely proud of their work, which they perform with painstaking efficiency. Some of them even confess they prefer working to taking holidays... Five of them are housed on site; the others live nearby.

The long-term aim is for some of the people working at Sempre Verd to find jobs with mainstream companies and make way for other young people on the waiting list. For Sempre Verd does not merely provide 10 mentally disabled people with a job; it is also a fantastic opportunity for them to acquire skills and become accustomed to the pace and social constraints of working life.

Sempre Verd was founded by ASNIMO (*the Balearic Islands' association for people with Down's syndrome*) with assistance from ONCE (*Spain*), the government of the Balearic Islands and the European Social Fund. The technical consultants were trained with assistance from PETRA, in particular in Luxembourg and Germany. One German engineer remains in regular contact with Sempre Verd. The PETRA training focused not on horticultural skills but on the training and supervision of mentally disabled workers.



## ERASMUS / LINGUA

Alvaro COSTA, *University of Porto, Portugal*

After my degree in modern languages and literature from the University of Porto, I decided to take a postgraduate degree in translation. As part of the course, I had an opportunity to spend three months at Glasgow university within the framework of the ERASMUS programme. Although I was thrilled at the prospect of studying in another European university, I was afraid I might not be able to deal with any problems which might arise, on account of my disability (*Alvaro Costa has muscular paralysis, and writes with his right foot - ed.*). When I left Porto with a student friend who was taking the same course, I was far from confident that I would be able to cope.

The first surprise awaiting me in Glasgow were the halls of residence, located in a building in the Margaret Blackwood Centre and specially designed for disabled people living alone or with their families. My second surprise was the warm, friendly welcome foreigners receive from the people of Glasgow.

My fellow student gave me whatever assistance I required, while encouraging me to be as independent as possible. And I discovered that I was able to do many things I had never attempted before. My new living circumstances tested my ability to resolve a range of recurrent problems on a day-to-day basis.

I met other students, attended lectures on translation, used the university's excellent library and took part in a fascinating experiment on a computer-assisted method of teaching Portuguese. I also had ample opportunity to make valuable business contacts, take stock of the Glaswegian translation market and have daily discussions with English teachers - a definite asset for translators working from that language.

By the time I returned to Porto, I had realised that my initial fears had been merely a reaction to the prospect of spending several months far from home for the first time. Most problems exist only in our minds. Once integrated, we come to know the re-



The PETRA programme has allowed transfers of know-how on employing disabled people in the horticultural sector.

sources we can draw on to lead a more or less normal life, although integration also requires a personal faculty for adapting to new surroundings. Seen in this light, it was up to me to meet the challenges inherent in my new living circumstances. Adopting a positive outlook is half the battle. So, although we have to accept that there are situations we will not be able to cope with, that should not be an excuse to reject fresh challenges.

## Coordination structures

The European Commission uses two innovative tools to ensure effective coordination of its initiatives for the educational integration of disabled people:

**The Integrated Education Group (IEG)**, which operates under the HELIOS programme, brings together two government representatives from each Member State and a representative of the relevant NGOs from the European Disability Forum (currently EASE, the European Association for Special Education). The IEG is chaired by a Commission representative from DG V (*Employment, Industrial Relations and Social Affairs*), seconded by another official from the Task Force for Human Resources, Education, Training and Youth (TFHRETY).

The IEG's brief is as follows:

- under the HELIOS programme, to cooperate with the Commission and the Education Committee set up by the Council on developing exchanges of information and experience on matters of common relevance to the education systems of the Member States;
- under other Community education programmes and initiatives, to cooperate with the Commission and the Education Committee to ensure that the special needs of disabled people are taken into consideration and to serve as a forum for debate and reflection on integration in the education sector.

The IEG meets three times a year.

**The Internal Coordination Group** is composed of representatives of DG V/E/3 -Employment, Industrial Relations and Social Affairs, Integration of disabled people unit (*helped by a team of experts*) and of Directorate A of the Task Force. The Internal Coordination Group monitors joint operations and meets once every two months.

It should also be noted that a representative of the Task Force takes part in every meeting of the three advisory bodies of the HELIOS programme (*the Advisory Committee, the Liaison Group and the European Disability Forum*) and in some exchange and information activities in the education sector (*such as the specialised working parties*), to provide full information on the development of Community measures and promote integration in the field of education. Similarly, a DG V official is regularly invited to present progress reports on work undertaken within the framework of HELIOS at Education Committee meetings.

\* EASE: Lokkensvej 987, DK - 9480 LOKKEN,  
Tel. +45 98 99 21 15  
Fax +45 98 99 21 15





Most of the education, training and youth programmes provide for the participation of disabled people or the development of projects intended for them.

## Information documents

### Available from:

the Task Force for Human Resources, Education, Training and Youth, rue de la Loi 200, B-1049 Brussels

- Green paper on the European dimension of education, COM (93) 457, 29 September 1993
- Report from the Commission on EC education and training programmes 1986-1992, COM (93) 151, 5 May 1993
- Proposals 1995-1999: Socrates, Leonardo, Youth for Europe III, TFHR/158/94

### Available from: the HELIOS

team of experts, avenue de Cortenberg 79, B-1040 Brussels

- Report of the Commission on the progress with regard to the implementation of the policy of school integration in the Member States (1988-1991), SEC(92) 1891 final, 5 November 1992
- list of members of the Integrated Education Group
- further information on the HELIOS programme

## Watch this space...

All the programmes run by the Task Force for Human Resources, Education, Training and Youth pay close attention to disadvantaged people in general. In some cases, disabled people are included in this category, and in others they are regarded as a target group in their own right. This raises the question of whether disabled people should come under the general heading of "disadvantaged people" or whether they should be more precisely identified as a group.

Another question which arises is that of the actual level of participation by disabled people in the various education, training and youth programmes. It is not easy to put a figure to this. First of all for the purely administrative reason that, owing to the decentralised procedures governing programme management and the selection of participants, the Commission does not possess individual details on the tens of thousands of European citizens who are or have been involved in its various exchange programmes in the field of education. There is also a second, more fundamental reason: the disabled people taking part in the activities are not necessarily registered as such. The fact that participants are disabled is specifically mentioned only where projects are directly intended for them or where technical aids or accompanying persons are required (*as this can give rise to additional costs*). It is also worth noting that some of these projects involve training and rehabilitation staff, so not all the participants are necessarily disabled.

This brings us to a third and more central issue: should the emphasis be on implementing specific projects for disabled people, or involving them in mainstream projects? Although the first option is preferable – even indispensable – in some cases, priority must be given to the second if the goals of equal opportunities and genuine integration are to be achieved.

Keeping disabled people fully informed is one element in the move to promote equal opportunities. The purpose of this HELIOS Flash survey is to provide disabled individuals and organisations of disabled people with more complete information on the education, training and youth programmes and encourage them to take part. This is only an overview, however. Changes are due in 1995: the scope of the programmes is to be expanded and it should become possible for even more European citizens to take part. As demand always exceeds supply, applicants are advised to register as early as possible. In most cases, applications should be made to the agencies or authorities in the individual Member States rather than directly to the Commission in Brussels. We will keep you up to date on the details of the new programmes, in particular in issue No. 3 of the new magazine HELIOS-COPE (*due out early next year*).

EUROPEAN COMMISSION  
DIRECTORATE-GENERAL  
FOR EMPLOYMENT,  
INDUSTRIAL RELATIONS  
AND SOCIAL AFFAIRS



HELIOS Flash is the newsletter of HELIOS, the Community action programme to assist disabled people. Available free of charge in English, French and German. HELIOS Flash does not necessarily reflect the official views of the Commission of the European Communities. The texts and information contained in this newsletter may be reproduced provided the source is mentioned. The logos, illustrations and photographs may not be reproduced. Text and subscriptions: HELIOS team of experts, avenue de Cortenberg 79, B-1040 Brussels, Belgium. Tel.: +32.2.738.06.00 Fax: +32.2.735.16.71. Editor responsible: P. Lamoral, Head of the HELIOS team of experts, av. de Cortenberg 79, B-1040 Brussels. Translation and graphic design: CONTEXT LANGUAGE SERVICES and SIGNÉ LAZER. Printed on non-chlorine-bleached paper.