



SMART VISION DOCUMENT

We can work it out:

SOCIAL INCLUSION: The way in



The SMART Cooperation

Spring 2005 a Transnational Cooperation Agreement (TCA) was formalised between four European Equal projects: Learning Gateway (Belgium), Lukineuvola (Finland), The partnership for Rain Man – Rain Man for the partnership (Poland) and KAIRO (Holland) (see appendix for a short summary of each project) for a period of two years. The projects are financed by the Equal Program, a community initiative partly funded by the European Social Fund (ESF). In the framework of the European labour market strategy, this Program stimulates new ways of decreasing all forms of inequality within the labour market.

In the transnational cooperation these innovative developments were shared around the focus on "Social Inclusion". Central theme of this cooperation was: "Social Inclusion throughout Education and Work of people with ASD, Dyslexia and learning difficulties". The importance of the theme of Social Inclusion is underlined by the growing attention on the international level. We refer to the recent EU Parliament Convention on the protection and Promotion of the Rights and Dignity of Persons with Disabilities of August 2006.

Our experience in daily practice has learned that some preconditions are necessary to be able to reach Social Inclusion. From our cooperation, based on the results of the four projects, we would like to present the following recommendations.

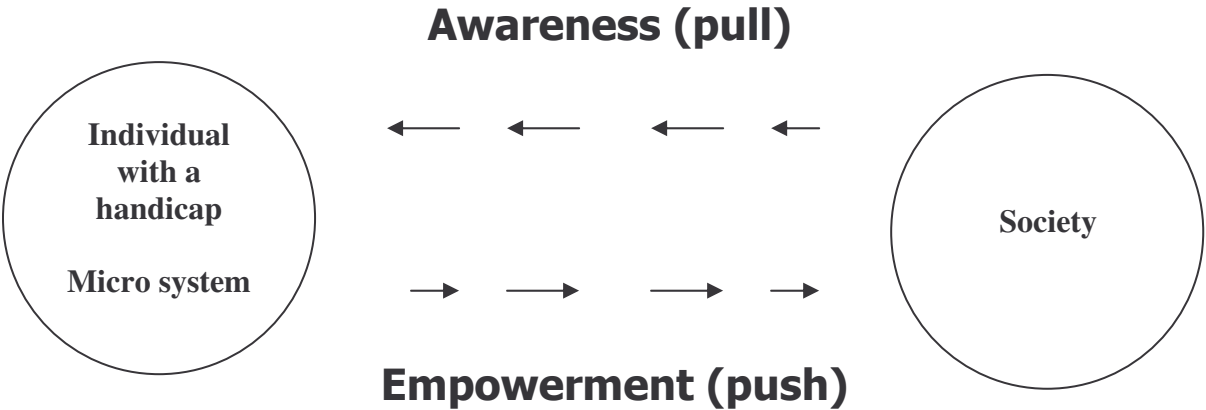
1. We underline the fact that for people with ASD and people with dyslexia and learning difficulties their impairments can effect their participation in daily life in many ways. Some parts of the impairments may remain an obstacle in their personal growth and daily living activities. Which is not always necessary; part of the experienced impairments can be sustained by environmental factors.
2. We are convinced that people with a handicap can and should be able to explore their capacities and possibilities. At same time we are convinced that society needs to make use of these capacities and can benefit of it.
3. Realisation of Social inclusion is only possible when essential preconditions are fulfilled. Two essential preconditions in reaching Social Inclusion are empowerment and awareness. Empowerment and awareness of people with ASD, dyslexia or learning difficulties and their relatives needs to be twofold. At one hand it means a change in the person with the handicap itself, on the other hand raising the awareness, tolerance and acceptance in the society is necessary as well.
4. Therefore we want to bear out the fact that in order to realize Social Inclusion for this group of people, a political and public rising of awareness and support is needed, followed by supportive measures and actions. We see this is a social responsibility of the community. The national and European government do have an important role in realising these preconditions needed for Social Inclusion.

We want to encourage policy makers on both levels to stimulate and facilitate the efforts that are being made in public sectors such as health care, education and labour administration and by the relatives, in order to include this group in a respectful way within our society.

A twofold perspective on Social Inclusion

Social Inclusion is defined as: 'the process by which efforts are made to ensure that everyone, regardless of their experiences and circumstances, can achieve their potential in life (Centre for Economic and Social Inclusion, 2002). We use the concept of Social Inclusion focussed on people with ASD/dyslexia or NLD in relation to education and work; both important preconditions for Social Inclusion.

Social Inclusion: bridging the gap between the individual and society



If a person with handicap is not easily capable of entering society, a useful instrument to bridge this gap is increasing awareness. As soon as a society becomes aware of the implications for the person involved, society can approach to the individual micro system; supporting the individual to achieve their potential of life within their own (sheltered) environment in connection with the society. In this way awareness can pull society towards the individual environment and in this way increase Social Inclusion.

If on the other hand the individual and his or her micro system have a basic potential to realise Social Inclusion, empowerment is a useful instrument to push the individual to participate in society. To empower (push) the individual and the involved micro system means to strengthen them in order to realise the fulfilment of their possibilities and potentials.

Shortly said: we bring the person with a handicap into the regular systems, such as education and occupation, by means of empowering. And we can invite the social system into the adapted individual micro system, by means of increasing awareness. The four projects each have their own specific background: with their own focus in this scheme of Social Inclusion. As is shown in following descriptions of the four partner projects of the SMART cooperation.

Four Good Practice Examples of Social inclusion

1. LEARNING GATEWAY – BELGIUM

I. More attention to persons with a learning disability on the shop floor

Background:

Learning Gateway is a network of professional organisations concerning the theme labour and learning disabilities by means of a small pilot (region Turnhout in Antwerp).

The partnership is unique, since until now, there was little or no information available.

The target group is by purpose limited to adults with dyslexia and non-verbal disabilities (NLD). The reason is that it concerns a new and/or unknown target group who can be part of the group of workers and unemployed persons.

A structural tailor-made answer concerning their labour question is still missing. The theme labour is relatively new since nearly no research was executed to the possibilities and restrictions of adults with a learning disability in that field. For this reason, more attention needs to go to the impact of these learning disabilities on the shop floor and how this can be remedied (by reasonable adaptations and support).

The logical starting point is education because the person can be trained and by consequence will be armed for its future (search and conservation of work) in the normal labour circuit (see Kairo). Unfortunately the context of the labour market differs thoroughly from the education circuit (see 'society' in scheme). An adult with dyslexia or NLD ends, after his school career, up in a jungle where everyone is left on his own devices. Because of the severe competition and the lack of necessary support mechanisms and guidance, these persons will drop out in a systematic way. Adults with dyslexia and NLD will not or difficultly find a job because of these problems. Moreover, it will be difficult to keep their job or have a chance for promotion. More attention and research concerning this theme is necessary.

The group of persons with dyslexia is an extensive group, which can often be helped in a relatively easy way. However, adapted support, specialised information and intensive guidance (see 'empowerment' in scheme) must be available. If adequate adaptations are missing, problems will become very serious. The major part of this target group is not detected and employers do not know that their employees belong to the target group. Moreover, they don't even know how to handle it (see 'awareness' in scheme). The target group of adults with NLD is a new group of which little is known.

Goals and results

Learning Gateway wants to contribute to the social integration of persons with a learning disability on the normal labour market. Beside a first form of sensibilisation, an adequate methodology was developed to support employed and unemployed. The partnership has developed a methodology to detect the target group and to propose specific tailor-made adaptations. This by means of a detection instrument and a functional assessment for persons with dyslexia and NLD.

Therefore was started with a literature study and enquiry concerning the theme labour and learning disabilities. On the basis of this information and insights, a project folder and internet site will be developed (www.learninggateway.be).

II. Place in scheme: the right to labour as a leverage for social inclusion?

The term labour gets interpretation in the way employer and employee are in relationship of each other, or in other words by the market mechanism.

That labour market generates social competition, the cause of social exploitation and - exclusion. The forced competition between employees is far from equal since employees differ from each other (or diversity), this in function of their degree of usability on the market. Persons with a restriction belong to the weakest group. The social under appreciation of labour (compared to capital) is systematic and structural.

The 'right of people to labour' can be an engine for social inclusion but needs to answer to a certain quality level. It is important to create qualitative jobs, what means that the job offer needs to take into account the specific needs (social, expressive, instrumental) of people as answer to social exclusion.

For this reason we must urgently take a new step in the evolution of our social welfare society (see awareness society in scheme). Only the right (and duty) to a sensible activity guarantees real social inclusion but is linked with several human rights.

The quality of existence is the aim toward which the society must strive. Inclusion and empowerment give the most important contents to that. The support is the method to help persons with a restriction. The quality of existence is not the priority of our society. This is only possible if certain conditions are fulfilled. These are of psychological nature (attitude and capacities of the individual), but also of a cultural and structural nature. We can conclude that there is a need of a multi-track policy. Social responsible entrepreneurship give a good reference.

From macro-economic perspective, this means that each form of labour, paid or not, realise a surplus value. We plead for a labour market with two speeds as a (temporary) correction on the labour market. The traditional businesses themselves can be supported in the realisation of a social surplus value. On the one hand, it can take place by revealing these surplus values (the so called externalities) in the economical frameworks and settle this separately. On the other hand, the application of specific methodologies with regard to the needs of the employees (such as job coaching, or specific forms of consulting) can be encouraged by government. The methodology of job coaching on the labour market of employee and employer can form a particular surplus value (see 'Empowerment' in scheme).

A sort of career coaching (in the most broad sense) of this minority under the minorities is necessary (lifelong learning).

Subsidizing salaries and tailor-made support can be justified as investments in the social surplus value.

It concerns only one possible measure to introduce attention and support within traditional businesses. The project chooses for pragmatic reasons to develop a specific methodology and instruments (Empowerment) as important instrument and surplus value for the inclusion of the target group. Nevertheless, this measure is not sufficient if the policy gives no attention to the context and the structural cause of exclusion (Awareness).

III. To a lifelong tailor-made support for adults with a learning disability in an inclusive policy

In the third part of our dissertation we situate our methodology in this perspective as a best practice example of social inclusion. For this reason we make a distinction between employed and unemployed persons with learning disabilities.

1. The unemployed with a learning disability

To make a fast detection possible, the first line needs to be alert and informed of the possibilities of support. For this reason Learning Gateway has developed a detection instrument.

Training and knowledge of the first line is the cornerstone of a tailor-made inclusive policy.

A functional assessment has been developed, giving answers to questions concerning the individual restrictions and possibilities of the target group concerning labour.

The assessment was developed per specific target group and proposes a number of adaptations which will help the unemployed in his search to a job. (The specific adaptations have already been reviewed on the shop floor during the assessment).

The job-seeker remains owner of the outcome and can, together with his guide, determine the further progress of his route (normal or specialised). This advice also needs to be recognised in the way that persons who took part have a proof of their efforts on their way to work. This functional measurement of competences can be used as the middle of a methodology on the shop floor (and the possible further training and coaching). For this reason we seek for resources for organising functional assessments.

This is also necessary to disseminate specialised information and support to the normal labour circuit. The assessment must be part of a career-coaching where the customer receives the necessary information and assistance, but also stays the owner. This is possible by integrating a limited job-coaching in the career-coaching. (Certainly this does not concern the narrow and traditional meaning of the term career-coaching!).

In this way, the expertise concerning learning disability and labour can be maintained and further be developed.

2. The employed with a learning disability

The government already made a lot of efforts to get acceptance of the diversity concept towards employers. In practice, in most of the cases the 'standard employee' is the starting point. However, diversity is a reality and people use several ways for acquiring competences. By an approach starting from diversity in the company, adaptations of needs and space for possibilities of the employee become obvious. This also helps persons with learning disabilities that need a tailor-made job. Tailor-made jobs also need be introduced in the company in the way that the employer and employee can search for pragmatic solutions if necessary with needed specialised support. Concerning the intake of personnel, simple adaptations for everyone can work wonders. To the selection procedures, it is needed to develop them to make them accessible for persons with a learning disability.

For maintaining the personnel, the focus of Learning Gateway, a lot of attention was given to the functional assessment for both job-seekers and workers with a learning disability.

The specific target group assessment consists of a portfolio with assessment assignments where, on the basis of a job profile, the required competences will be checked. The employee can decide whether he takes part and will always remain owner of the results. For this reason, we ask to provide the necessary resources for (in most broad sense) a descent plan of career coaching.

The functional assessment and job coaching of the employee can in this way be a special surplus value in the search of tailor-made solutions. The developed detection instrument for NLD and dyslexia, the folder and internet site can also help the workers and workers with a learning disability. They are useful instruments that need to be fit in a range of measurements and a multitrack policy that takes into account the structural exclusion of the labour market.

More information: www.learninggateway.be

Four Good Practice Examples of Social Inclusion

2. LUKINEUVOLA DYSLEXIA COUNSELLING CENTRE - FINLAND

Background

It is estimated that 25 percent of the population in Finland are so-called diverse learners, people who have some kind of learning difficulties. They exist in all age groups and at all talent and ability levels. An unidentified learning difficulty places a person at great risk of becoming marginalised. The percentage of diverse learners is higher among the people with mental problems, among alcoholics and drug users and also among the long-term unemployed. It has been estimated that in prisons, up to 80 percent of inmates have some kind of learning difficulty. The earlier a problem is identified, the better the chances are of minimising disadvantages caused by it. In many cases learning difficulties can be identified in the early childhood. With the right kind of guidance and support, difficulties in perception, reading, writing and mathematics can be minimized in school.

Goals and results of the project

The goal of the Lukineuvola project is to build a dyslexia service and advice centre model which can provide services both for diverse learners and for authorities and professionals who deal with the problem as part of their work. Another goal is to provide information and raise awareness about learning difficulties among the general public and among professionals in various sectors.

Concrete results are:

- * Development of a service and advice centre model for people with learning difficulties
- * Training of professionals who work with people with learning difficulties, e.g. teachers, social and health-sector workers, and labour administration workers
- * Local and regional support networks for people with learning difficulties
- * Information packages including leaflets, magazines and guidebooks for diverse learners, their families and experts and professionals in various sectors

Place in Scheme

The Lukineuvola project's main objective is to help people with dyslexia and learning difficulties by offering them guidance, counselling and support. The project is also strongly focused on professionals who deal with people with learning difficulties as part of their work. The professionals in various sectors of society, for example teachers, study counsellors, health care workers, and people working within labour administration, libraries, prisons etc. are given practical training on what they can do in their work and in their work environment to better take into account people with

learning difficulties. Raising awareness about dyslexia and learning difficulties among the general public is also an essential part of the project's work.

The overall theme of the project is to emphasise that each of us has his or her own style of taking in and processing information. It is very important for individuals with learning difficulties, or diverse learners, to understand and accept this, and to learn to focus on their strengths and capabilities rather than their difficulties. The same is true for professionals who deal with these individuals. Therefore, the aim of the project is also to help professionals adapt their personal and professional approach, and the services they provide, so they are more suitable for people with diverse needs.

Good practise examples

With regard to Social Inclusion, the project's strength is its holistic approach. The project focuses simultaneously on individuals with learning difficulties and the people around them (both family members and professionals) as well as on society as a whole by raising the awareness of the general public.

From the individual's perspective a good practise has been the service's client-focused, practical approach. The client and a dyslexia service centre manager meet and map out the client's situation, including the reason the client came to the centre and the wishes, aspirations and concrete goals the client wants to achieve. If necessary, the client's difficulties can be further defined through, for example, screening or an individual test. The client can also be given exercises or computer training programmes to work on their areas of difficulty. If necessary, clients are also often given tips about studying or handling problems in their everyday lives. According to feedback the service has received, more than 80 % of the clients have been satisfied with the service and have received help with their studies or their work.

The project has offered various kinds of training for professionals in several sectors. It has also developed a peer support group model for professionals. The model promotes sharing of information, experiences and good practices within a single organisation or more broadly among various professional sectors.

A lot of information on dyslexia and learning difficulties has been disseminated to the general public during the project, as well. The project has a leaflet and poster, publishes a multi-professional magazine twice a year, and introduced a guidebook for health care professionals. The project has also used more original ways of raising awareness, for example organising two "dyslexia rock" concerts as a way to gain publicity among people who would not normally be interested in learning difficulties.

The project also sets up tents in the centre of many Finnish cities, where project members give out information and free materials on dyslexia and learning difficulties. These events also offer people a chance to take a quick dyslexia checklist test and a short learning-style test. These have proven to be a very good tool for attracting people and encouraging them to discuss the issue.

The project provides a web-counselling service through its website. This is an open forum for questions about dyslexia and learning difficulties. Through the web service, people can get general or specific information about dyslexia or learning difficulties and information about existing services, for example training, testing and rehabilitation. A wide range of customers has made use of the service, including people with learning difficulties, their family members, and various types of professionals. Their questions varied greatly.

More Information

- www.lukineuvola.fi

Four Good Practice Examples of Social inclusion

3. PARTNERSHIP FOR RAIN MAN - RAIN MAN FOR THE PARTNERSHIP POLAND

Background

There are approximately 20 000 children and 10 000 adults with ASD/AS in Poland. The generation of children has been growing up, so the number of adults will soon be even higher. Until now a few persons with autism are employed in Poland. There are neither diagnostic nor therapeutic centers nor work places adapted for adults. Recently only a few organizations has founded places of social and vocational integration for adults with autism.

Moreover, the vocational education system is not prepared for admitting students with ASD. Lifelong education approach is not known yet. In consequence most youngsters of age 16-17 drop out of the system and have no possibilities to be socially included. This group is completely absent on the labour market.

Goal and results of the project

Main goal of the project is to create the first Polish social enterprise, which will employ 24 persons with autism. It's substantial concept is based on the experiences of other European countries and is, at the same time, specially profiled to meet the Polish legal and business demands.

Most of our activities are concentrated on "awareness" direction (A), but "empowerment ones" are the basic ones (E).

Within the project we create the Job Coaching Team. Poland lacks professionals prepared to work with adults with autism. For this reason, we intensively train specialists in this field with the help of the best experts from foreign institutions (E).

We elaborate on methods of professional inclusion of persons with autism, too. The Job Coaching Team, which works with the future employees of the social enterprise seeks the best model of work, taking into consideration the predispositions and limitations of persons with autism. Work will give them an opportunity to gain more independence, making it possible for the idea of social inclusion to be realized in practice (E).

We determine the business model of the enterprise. Although the enterprise aims mainly to achieve social goals, it will, at the same time, function within business standards. Its profile will be derived from the predispositions of people with autism themselves, but will also take into account the needs and requirements of future customers of the enterprise (A).

We elaborate on the model of introducing the enterprise into the life of a local community. We elaborate on the model of cooperation between NGOs and local authorities in the field of professional inclusion and social integration of discriminated and excluded groups. We work together to integrate the enterprise and, most of all, its employees with the local community (A).

We establish the institutional and legal basis for the replication of the model enterprise in Poland. Currently there is no coherent legal formula in Poland, which would determine the framework for the functioning of social enterprises. Within the framework of the Project we analyze the existing solutions and elaborate on the Polish legal model (A).

We issue publications. A number of publications will be issued within the framework of the project, referring to the problem of autism from different perspectives. A guide on how to build a social enterprise in Poland will be among them. With this guide, the model will be ready to use by other groups, which are discriminated on the labour market (A).

All those complex activities lead to setting up a social enterprise and create necessary conditions to include people with autism into society.

Place in scheme

According to a new paradigm towards people with disabilities, we should not only compensate a handicap by treatment, rehabilitation, medication, but first of all decrease as much as possible the consequences of handicap by changing social attitude. Within this approach the physical condition is not the cause of disability, but limitations of society that cannot accept and cope with the problem.

In case of people with moderate disabilities the social inclusion is possible to realize by reinforcing and empowering them (giving necessary instruments and support for participation in society). For those with severe disabilities we have to make the society aware that this group needs a special treatment and approach that can only be realized within sheltered conditions, because full integration within mainstream is not possible.

Our social enterprise for 24 low and middle functioning persons with autism with its business profile, social micro system, legal bases is most of all an example of social inclusion by raising awareness among society about special needs and approach toward this vulnerable group. However the "empowerment component" is very important, too.

Good practice example of social inclusion in this perspective

The enterprise, located in Wilcza Góra, 25 km from Warsaw, is integrated within the local society as much as possible and a distance between a low-functioning individual with autism and inhabitants shortened step by step. There are visible limitations, such as level of functioning, specific needs of employees with autism during the work

process, special facility demands, that prevent from employment them on an open market with assistance and support. This is why the micro system is invited to contact and cooperate with the enterprise that is a sheltered employment place.

The business profile (4 workshops: desktop printing, arts, woodwork, pottery) is adapted firstly to capacities of its employees and than to demands of a market. In order to develop their potentials as much as possible all external conditions (silent natural environment, structuralization, work organization, structure time and space, support, communication system) are adjusted so that their efficacy could be improved. A specially designed building of the enterprise will enable adults with autism to work in a predictable environment and give them a chance to gain more autonomy.

Recently, the regular contacts and integration with local society have been founded (e.g. research of local society, situation of disabled people in the commune, integration meetings). It is worth to add, that the enterprise is open for integration, e.g. using workshops by inhabitants in the evenings or week-ends.

In order to introduce the notion of vocational activity of persons with autism, the broader knowledge and awareness is essential. Within the project the social campaign on the employment of this group is being conducted. Social awareness on different levels (family, environment, local society, decision-makers, business, public) is needed to realize our main goal (employment of persons with autism).

Even though the main impact is put on "pulling society to our enterprise" it could not exist without empowering its employees to the maximum possible extent. Developing motivation to work, skills, self-consciousness are necessary undertakings to enhance them for vocational and social activity. Empowerment, in our case, is an essential base of sheltered employment. When persons with autism feel more confident and are in control of their lives their efficacy as employees increases significantly. Moreover, work has exceptional significance in their therapy and rehabilitation. Through work, their life gains sense. It strengthens their self-respect and offers them a perspective of social inclusion.

We also observe that any kind of empowering them, at any possible level give them much more motivation for work. Searching new areas of social integration within non-autistic peers, such as common hobbies (music, theatre) or sport (mountain climbing, kayaking) give new possibilities of self-development.

Summing up, setting up social enterprises is one of the possibilities, which aim at empowering and enabling participation of people with autism in social life.

More information:

Four Good Practice Examples of Social inclusion

1. KAIRO - HOLLAND

Background

In Holland there is a great concern for dropouts in the vocational education system. At this moment too many pupils leave school without realising a qualification or diploma. At the same time the main goal of these schools is to be inclusive for all, included pupils with a handicap. In daily reality the drop out percentage of this group is over 60% (non handicapped pupils: 30%). One of the possible handicaps of this group is ASD. Especially in some specific education programs (such as IT). The integration of young people with ASD within the regular education system is hindered by several factors, such as:

- The contemporary system of teaching,
 - The existing financial system of care services and education,
 - Teachers with insufficient knowledge of autism (ASD),
 - The lack of tuning and cooperation between education and care services,
- and
- Specific ASD characteristics such as: problems with generalization, the importance of structure, communicational and social impediments, etc.

Goal and results of the project

The aim of the KAIRO project is the development of a joined care education program in vocational training for young people with autism. 30 young people with Autism Spectrum Disorder (ASD) participate in this Education Care Program Pilot and follow at the same time a regular vocational education such as administration, lab work, engineering or ICT. By attending this education, the students with ASD can make optimal use of their capabilities on one hand and at the same time they can gain understanding of (and learn to accept) their impediments. It will also increase their adaptive skills in educational functioning. Finishing this training successfully increases their chances for (regular) employment. The joint efforts of schoolteachers and professionals working in mental healthcare will support these pupils with Autism to be successful. Essential in this project is that from both sectors, care and education, knowledge and experience concerning autism are brought together.

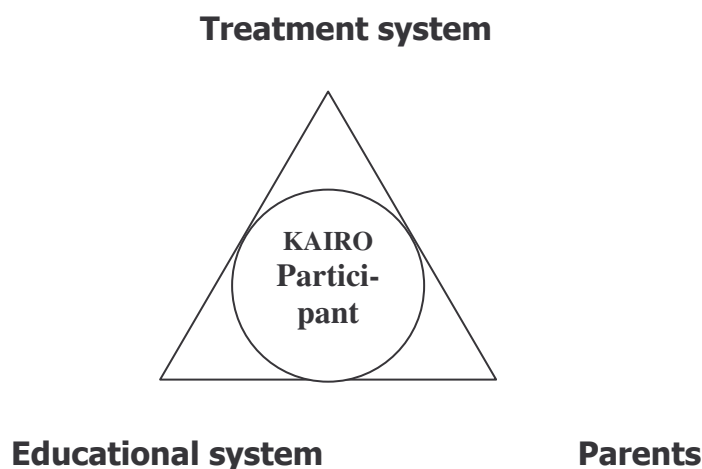
Beside the Education Care Program for the pupils the result of the project will be several supporting instruments to be developed, such as a training for parents and teachers about the meaning of ASD, a diagnostic instrument to recognise ASD problems at school at an early stage and a "course of life" instrument which monitors individuals in their development in education combined with results of the treatment.

This Support Programme of Education and Care that will be disseminated to other educational and care organisations in order to increase the possibilities for pupils with ASD to successfully participate in the regular school system.

Place in scheme

The KAIRO project has a focus on both perspectives. The main aim is to include young people with ASD in the regular education system in order to realise a regular job afterwards.

To do this the focus is at one hand on the empowerment of pupils with ASD . By training them, as far as possible for each individual participant, in skills and attitudes necessary to be successful in the contemporary education systems and its specific demands. Each participant will remain some specific difficulties in their learning skills and possibilities, due to their specific ASD characteristics. A simultaneous focus on the environment is therefore a very important precondition for successful integration at school. Within the KAIRO project the main partners in the environment are the education system, the parents and the treatment system.



In our point of view to be able to raise the awareness of the environment, as a necessary precondition for Social Inclusion, it is necessary to raise the knowledge and understanding about the meaning of ASD in relation to the participation at school for those three important systems surrounding the pupil with ASD. With this understanding the people involved in these systems can change their attitude, behaviour and if necessary they can realise actual adaptations in the material environment.

Good practice example of social inclusion in this perspective

In the KAIRO project this vision has resulted in an Educational Treatment Programs for the KAIRO participants with ASD and a Training Course for teachers of the educational systems and one specific for the for parents.

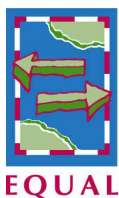
In order to realize a supportive communication between everyone involved, a very important precondition for a successful cooperation, there has been developed a "Course Of Life monitor system". During the training period (before and after attending school) every 4-6 months information about the experienced results are gathered. The participant themselves, their parents, the teachers and caregivers involved fill in some specific questionnaires. The outcomes of this monitoring system

are discussed with each participant and the people involved of the surrounding system.

In this way the KAIRO participants are empowered and strengthen for their participation in the regular school system. And at the same time the persons around them who are of great importance for their success at school, have a greater opportunity to support their pupil effectively in realizing their maximum potential in education and afterwards in work. Some KAIRO participants where not attending school for some years and where sitting at home. Not because they where not capable of attending school or getting a job, but because the approach at the regular school is not sufficient and effective for them. The first results of the KAIRO project show that extra guidance and cooperation between every-one involved, give a huge benefit for the KAIRO participants as well as for everyone around this person.

More information: www.projectkairo.org

Learning Gateway



Dit project werd mogelijk dankzij de steun van het ESF.

'ESF: bijdragen tot de ontwikkeling van de werkgelegenheid door het bevorderen van inzetbaarheid, ondernemerschap, aanpasbaarheid en gelijke kansen, en door het investeren in menselijke hulpbronnen.'