

Literature Review (Io1 – Litterature Review)	
Title	European Union’s Lifelong Learning Policy and the EMILIA Mental Health Project: Including the Excluded
Author	
Year	Christopher A. Griffiths, James Ogunleye, Tim Greacen, Peter Ryan
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Source (link)	Griffiths, CA. Ogunleye, J. Greacen, T. & Ryan, P. (2011). European Union’s Lifelong Learning Policy and the EMILIA Mental Health Project: Including the Excluded. International Journal of Psychosocial Rehabilitation. Vol 15(1). 113-124
Summary	
Does the paper refer to People with Mental Health Problems, NEETs or MH NEETs?	
What types of intervention or methodology of career counselling / vocational training / career intervention or good practice are mentioned?	EMILIA (Empowerment of Mental Illness Service Users: Lifelong Learning, Integration and Action) used a five step process embedded in European lifelong learning policy to set up learning courses, developed with mental health service users. There were two strands to the research. One was an organisational strand which assessed the learning organisations based in eight European countries. The second focused on mental health service user participants. The main result and conclusion is that promoting and facilitating lifelong learning and employment opportunities for an

	<p>excluded group can have a positive effect social inclusion of that group and produces benefits for organisations involved, including making them more open to mental health service user involvement.</p>
<p>Does the paper mention any specific tools used during the work integration process (evaluation, counselling etc)? In case the paper refers to a good practice provide a brief description.</p>	<p>People with mental health problems & MH NEETs</p>
<p>Does the paper mention any barriers in the work integration process produced by family members, MH professionals or careers counselors?</p>	<p>The EMILIA project employed innovative pedagogical strategies beginning with a shift in emphasis away from knowledge acquisition to competence and capability development, building on expertise acquired as patients and users of health and social care systems, and necessarily implying new roles for teachers and learners. The EMILIA strategy for lifelong learning was founded on a partnership approach; EMILIA sought to encompass the learning needs of the individual learner, of organisations, communities and the labour market itself. It also sought to increase learning opportunities, raise participation levels and stimulate demand for learning whilst striving for excellence on an ongoing basis. EMILIA collaborated with a European-wide mental health network of local level partnerships of learning communities and learning organisations with the aim of organically linking education and training to the mental health workplace, so as to optimise the quality of the working environment both for service users and for the clinical and management staff of mental health services. It encouraged mental health services to maximise mental health service user involvement in the training for, and delivery of, new and innovative services, thus opening up new employment routes for mental health service users.</p>
<p>Main Conclusions (in bullets)</p>	

