design

disabled employability signaling

Job Placement Service Learning Programme

Manual

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Acronyms

CRPD – Convention on the Rights of Persons with Disabilities

IO – Intellectual Output

JPS – Job Placement Services

JPAT- Job Assessment Profiling Tool

JPT – Job Profiling Tool

HR- Human Resources

NGO – Non-Governmental Organization

UN – United Nations

WHO – World Health Organization

Introduction

Introduction

The present guide has been prepared in response to the Intellectual Output III - Job Professional Services – Learning Programme Manual. **This output helps delivering the *Training of Professionals for the Placement of People with Disabilities in the Open Labour Market*.**

During the implementation of this output partners were responsible for:

a. design a course curricula aligned with Job Profile Assessment Tool and Manual blueprint;
b. develop of training materials and contents; create a learning management system platform;
c. recruit and selection of job placement services (JPS) manager;
d. deliver one pilot training course per country, evaluate them and
e. compile the results in a pilot evaluation report.
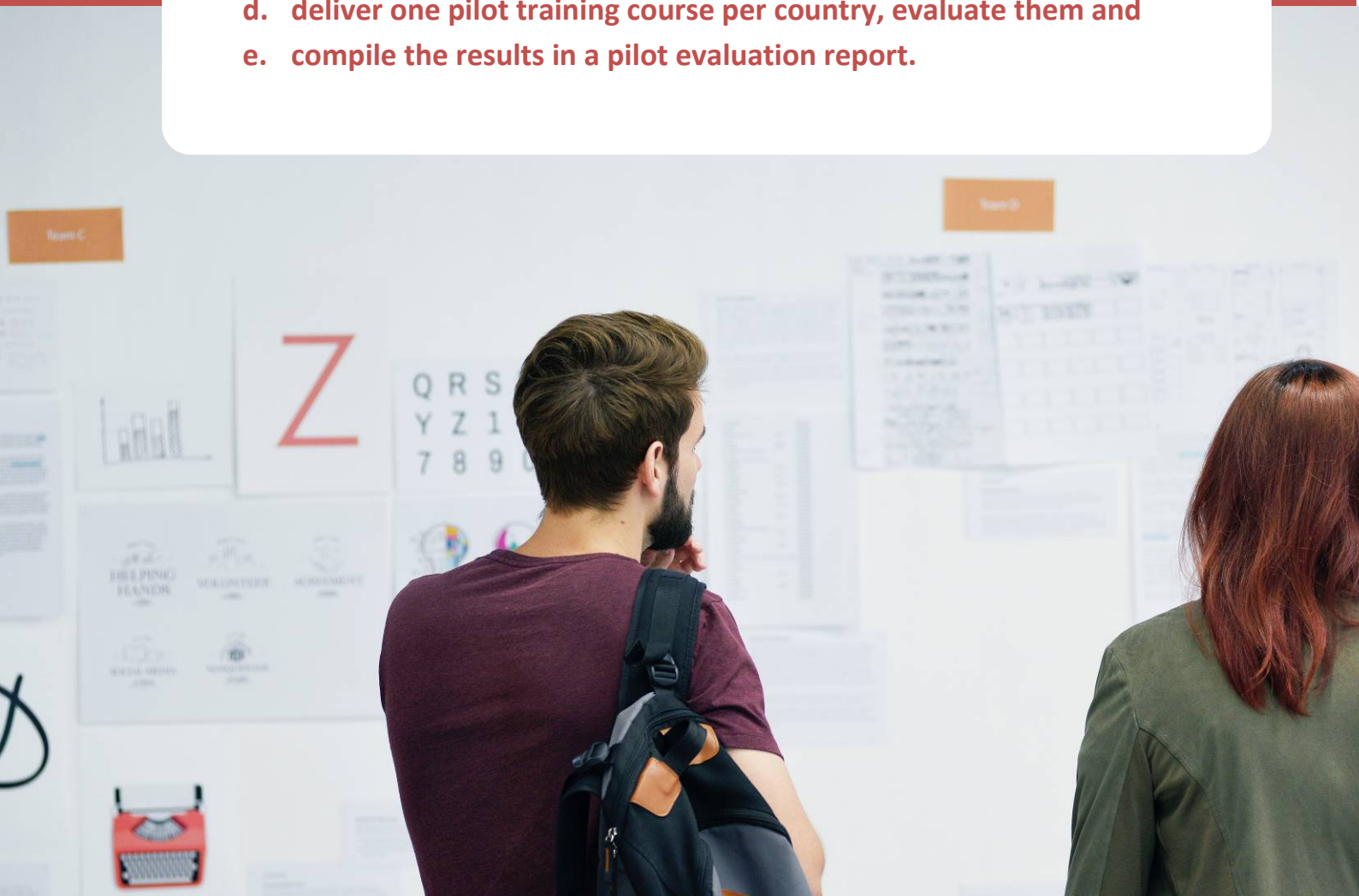
All the information in these pages are based in the pilot experiences in four European countries (France, Portugal, Hungary, Romania), and their evaluation reports.

People with disabilities are the biggest minority in the world (WHO, 2011), but they face more exclusion in all the contexts of life (education, employment, cultural activities, etc.), they have more likely to be poor for several reasons, considering the largest number of people with disabilities is in developing countries with difficult access to health care and even in developed countries there is a higher rate of disability cases in poor families.

As is recognized today, one of the best ways to tackle poverty is through education and work, with people with disabilities having less access to both, exponentially increases the risk of poverty. For example, according to a study developed at the University of Coimbra (Portugal, 2011) families with a disabled member in their household have increased costs ranging from € 5,000 to € 27,000 a year, depending on the medical, educational and support needs that are necessary for a dignified and comfortable life. Considering that a large proportion of people with disabilities come from under-resourced backgrounds, it is necessary to consider that disability-related social benefits are also quite low and do not substantially improve people's quality of life.

Partners thus set a course to better prepare professionals for the integration of people with disabilities into the open labour market while working to raise awareness of inclusion. Bearing in mind the need to increase professionals' competences, this manual presents a step-by-step the training course *Training of Professionals for the Placement of People with Disabilities in the Open Labour Market*.

Job Professional Services Manual is designed to help organizations replicate and promote the training course. It can be used for organizations to deliver online and workshop sessions for professionals working in employment and human resources services, specially professionals working with employment for people with disabilities.

In parallel with recognizing the importance of work for the dignity and subsistence of people with disabilities, it is also necessary to improve the skills of the professionals who support the employability process, as well as to recognize the desire and right to work of people with disabilities. The training of professionals contributes for the successful employment of people with disabilities, contributing this way for better inclusion and to reduce the risk of poverty.

Design Project

Design Project

DESIGN project is a three-year Erasmus+ project lead by AFEJI, which established a partnership of seven organizations, from France (AFEJI and ANDICAT), Romania (ASSOC and EaSI, Portugal (Aproximar and Afid Foundation) and Hungary (Kézenfogva Alapítvány).

Based on the unemployment rates of persons with disabilities in partner countries, the right of people with disabilities to employment, the need to create high-value responses to problem solving and the strategy for disability 2016-2020, DESIGN was created to support the process of finding the most suitable person with disability for a job, breaking discrimination cycles and society prejudice barriers persons with disability faces.

The DESIGN initiative is fully aware of people with disability challenges as it gathers key national players on providing a strong variety of services to support people with disabilities employability. The organisations working with persons with disability find extremely hard to perform an efficient job placement. Besides the difficulty to design an efficient counselling service, these organisations are not prepared to engage effectively with companies or just need to boost their staff specific training specializing them in employers' engagement and job placement. Thus, the idea is to develop a project with appropriate training tools, that tackles these gaps.

DESIGN project is focused on:

- **leading an evidence review in each partner country regarding good practices on the employability of persons with disabilities in the open labour market**
- **developing the right set of training courses to empower the services dealing with disabled person's employability**
- **fine-tuning the evaluation, counselling and guidance provided to the disabled person who wants to apply for a job**
- **creating a learning network platform to support Social Service providers, specialized in' job placement**

The project develops five outputs in order to understand the problem and create strategies to contribute to the professional insertion of people with disabilities.

The outputs of this project are:

IO1 – Evidence Review on Disabled Persons Job Placement Services – Each partner analyses the reality about people with disability unemployment and create a report. The leader partner creates final report which compile all the information. This report combines information about disability in Europe, and the problems to be solve.

IO2 – Job Profile Assessment Tool and Manual – With information about the labour market, a profile of the worker with a disability and a profile with the needs of the employer is drawn, this information allows the best person for that function to be chosen. This process is aided by profiles and tools to match them.

IO3 – Job Placement Services Learning Program Manual – In this IO the final product is this manual, as said before. Several steps allow the creation of this practical manual on how to implement the DESIGN training. Using JPAT (IO2) information it was possible to create a course curriculum that allows the preparation of professionals working in the employability of people with disabilities to have a process quality, and that achieves the objectives: employ people with intellectual disabilities. With the creation of the curriculum of the course it is essential that this is tested as well as the format of the training itself. All this information is recorded in this document.

IO4 – Communication Toolkit - It is well known, that discrimination against people with disability is a reality. These find difficulties in various fields of their life much by misconceptions in society regarding their productivity and preparation for the job market. Although there are successful cases of integration of people with disabilities into the normal labour market, these are not known to most employers. It is necessary for the employment professional to have a strategy to address the employer and society at large by altering the existing prejudice regarding the work of people with disabilities. Thus, in this IO are created tools that contribute to the communication between professional and the employer.

IO5 – Job Placement Service Model - It gathers the information of the entire project in order to find the best performance of professionals in supporting the emancipation of people with disabilities, as well as changing attitudes in the process. Creating an effective and quality model.

Evidence review on people with disabilities Job Placement Services

Evidence review on people with disabilities Job Placement Services

DESIGN was to produce solutions to empower and support finding the most suitable person for a job, breaking discrimination cycles and society prejudice barriers that people with disability faces.

The process of respect the human rights of people with disabilities is running slowly but never the less, today with more expression and contributions. Work is the most efficient way of insertion and escape poverty, for all, although for people with possibility of exclusion, like people with disability. In all the world, the people with disability faces difficulties to go to school, to find a proper training, go to university and of course finding a job. But also, they find difficulties in the simply things like have opportunity to shopping, to live alone, to have a marriage and family, voting and participate in cultural events.

Work and employment is a fundamental right presented in the <u>Convention Rights Persons With Disabilities</u> of the UN (CRPD, 2006), because is a desire but also is the way to promote equality and life with dignity. However, for millions of persons with disabilities willing to work that is not an easy process. About 47% of persons with disabilities are employed, compared to 72% of persons without disabilities, in the EU people with disabilities with 20-64 years old unemployed are 17%, more 7% of people without disabilities. Of course, the rate of activity in persons with disability lower (57%) of non-disable people activity (80%). (<u>www.edf-feph.org/employment</u>, 2019)

With this reality in mind Europe 2020 strategy aims to reach 75% employment rate to people with disabilities in the EU. However, it is important to consider, even inside the problem of unemployment, people with disabilities aren't a homogeneous group, and women, youngsters and people in need of high level support are more likely to be discriminated and excluded from the labour market. That need a special attention, and also a considerable work in changing misconceptions and judgments on a person's abilities.

In France, Romania, Portugal and Hungary, the processes to employment are different in each country as can be seen in the analysis of the IO1 report - Evidence review on people with disabilities job placement services. But the results, are yet, not enough to promote inclusion and all rights of people with disabilities.

France has organizations to promote inclusion through work with open positions to people based on an estimation of their working capacity in a given profession (from 5% to 35% compared to an able worker), in sheltered and non-sheltered sector. With this kind of services,

they want to promote: assistance, guidance, professional training, rehabilitation and adapted legislation.

Romania continues to be the EU country with the most inadequate distribution of employment in economic sectors. However, the share of the population at risk of poverty and social exclusion decreased from 43.2% in 2012 to 37.4% in 2015. Romania have support to people with disabilities in the protection system, but that was until recently based on redress policies that encouraged passive protection. Only 8% of people with disabilities with capacity to work have a job. The support in this matter (disability) is more about providing personal care with a service plan in the house or institutions.

In Portugal, active employment measures for people with disabilities are the responsibility of the Institute for Employment and Vocational Training (IEFP), which works with a network of professional rehabilitation centres. One of the first legislative initiatives in Portugal to support the employment of people with disabilities was translated into Law no. 40/83 of 25 January, which states that: "The Constitution of the Republic establishes as an obligation of the State to carry out of a national policy of prevention and treatment, rehabilitation and social integration of the people with disabilities, and should therefore be guaranteed the effective exercise of the rights recognized and attributed to citizens in general, including the right to work." With this objective, the IEFP (State) defines programmes to help job placement of people with disabilities based in internships, special insertion contracts and job adaptation. In 2017, people with disability unemployed increase 24% face to 2011. Between 2011 e 2017, people with bigger impairments have more probability to be unemployed, in Portugal 35,6% of people with disabilities are employed, but the rate of people without disability employed is exponential (73,2%)

Hungary has defined legislation to assure the rights and employment of people with disability, nevertheless, like other countries the path is not complete, and the rate of employment for disabled men is 35,5% and 33,0% for disabled women, contrasting with 72,9% of non-disabled men and 61,7% of non-disabled women.

Development Stages

Development Stages

The development of the training was done with the collaboration of all DESIGN partners though **a four-step development process**.

Convergence	Property	Test	Evaluation

On **Convergence**, it is assumed with all the partners the definition of a course curricula that uses the knowledge on disability and labour market subjects and that satisfies the needs of the professionals.

In the step of **Property** all the steps of the project take into account the development of materials that can assure the evaluation and replication of the process. Partners contributed with knowledge to each module of the training, including the necessary materials in order to ensure that it is as effective as possible. It was up to Aproximar to collect and leverage the materials of all partners for the course.

Finally, the **Test and Evaluation** are associated with pilot actions and intend to put in place the training materials which were created and gather feedback from participants on the added value of training. The results of the test and evaluation are disclosure in the Pilot Training Report (2019).

Training Pilot´s Report

Training Pilot's Report

- The pilots took place in four countries
- Was intended for professionals that support the employability of people with disabilities, with a total of 96 participants
- The training course was divided into 8 modules in a Blended-Learning Format with 48 hours
- The training started with the trainees carrying out a self-assessment of their competencies in key areas of focus.

Training Report Considerations:

The pilot results bring a validation of the training course and the necessity of replication to better define strategies to improve employment access of people with disabilities. In the four countries (Portugal, Romania, Hungary and France) the participants were in the majority professionals working in the employment services for people with disabilities searching for new models and tools to promote employment.

In Hungary and Romania some participants in the training course were people with disability. It was a good experience to have feedback about the process and the point of view of users, but the training course was designed for professionals and the possibility of run a similar training course have to take this into account. In Hungary, a person with disabilities was involved as experimental expert acting as co-worker of the trainer.

Along with the evaluation of the modules, trainers and the general training partners carry out the self-assessment of competencies of each participant. Partners collected in order to compare the evolution of each competencies in the beginning and at the end of the training course. The results are presented at the *Table 1*:
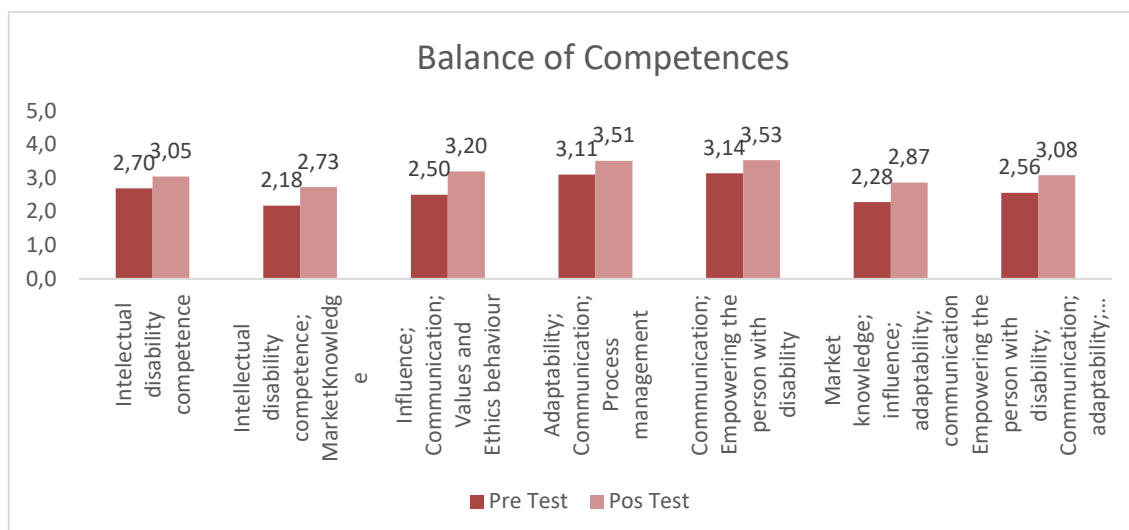
Table 1 - Results regarding the competences evolution

In this competences assessment, it was taken into account key areas of focus, such as: "Intellectual disability competence"; "Intellectual disability and Market knowledge"; "Influence, Communication, Values and Ethics behaviour"; "Adaptability, Communication, Process Management"; "Communication, Empowering the person with disability"; "Market knowledge, influence, adaptability, communication" and "Empowering the person with disability, Communication, Adaptability, Influence".

As Table 1 shows, the training contributed to the participants increasement of competences. The results shows the need of better services for job placement services of people with disabilities. Also, enhances the meaning of DESIGN project and Intellectual Output 3.

DESIGN Training Course

DESIGN Training Course

DESIGN project was created to increase the quality of counselling and mediation services for the placement of people with disabilities in the normal labour market, focusing both on business and of the Professional Insertion Offices.

The training course for professionals to place people with intellectual disabilities at the open labour market have a "experiential learning" philosophy, which express active and collaborative methods (role playing, simulation, games, mentoring, case study and shadowing programmes). The format of learning process was (in the pilot) blended learning (online sessions and class sessions) to reach efficacy and measurability.

Process for delivering DESIGN Training Course:

1. Set Job Professional Profile

Define the participants' profile for the training is important. It is understood that the DESIGN course was **intended to support professionals working on the employability of people with intellectual disabilities** to increase the number of people with disabilities in the open labour market.

It should be noted that it is fundamental that professionals have already some experience working with people with disabilities and / or should have appropriate knowledge with regard to human resources.

2. Course Curricula

The course curricula include a general description of the course: audience, keywords, language of instruction; course of delivery; objectives; learning outcomes; description of generic and optional components of the course content, learning hours, teaching and learning methods, assessment methods.

Title
Disabled employability signalling training course
General description
A Job Placement Services (JPS) training programme to provide accurate guidance,

counselling and employment matching processes to Disabled Persons applicants into open labour market. This course has been designed to combine workshops and internet based learning for JPS managers and practitioners that are responsible to provide the guidance, counselling and employment matching to Disabled Persons applicants in order to placing then on the open labour market.

This specific learning path offers the update, review and consolidation of theoretical knowledge, the opportunities to apply acquired competencies in practice and the environment to practitioners' self-development.

Intended audience

All JPS managers and practitioners that are responsible to provide the guidance, counselling and employment matching to Disabled Persons applicants in order to placing then on the open labour market.

Keywords and phrases

Employability; guidance; matching; counselling; blended learning; client needs analysis; communities of practice; disabled person.

Language of instruction

Language of each partner country (English; French; Portuguese; Hungarian and Romanian)

Course delivery

The course will be learning object based, which means delivery can be tailored to fit within a learning path in which is possible to select and organize training contents from an array of portfolio of session plans with the correspondent teaching resources and training activities. So, it is possible to use them with flexibility according to countries' and training group needs. Therefore, training providers can easily configure training courses in terms of teaching materials, resources, length/duration of workshops, internet based sessions, and observation components.

The learner must attend online sessions before beginning workshop sessions. Online sessions will provide the theoretical knowledge required for the training programme and it is expected that learners will submit at least **one** written assignment per module. This will take place via an e-learning platform.

The class sessions will:

- Provide guidance on theoretical knowledge;

- Discuss and provide guidance on all written assignments;

- Build knowledge on subject area and working environment and;

- Develop practitioners' competencies using active methods.

Objectives

The objectives of this training are:

- Develop effective career guidance professionals to provide accurate guidance, counselling and employment matching for people with disabilities addressing employers and service providers;

- Provide to career guidance professionals an European overview of the employment trends, focusing on people with disabilities barriers to entering the labour market and potential solutions and good practices;

- Empower career guidance professionals to raise awareness amongst employers and service providers on the employment process of people with disabilities;

- Provide to career guidance professionals strategies to empower people with disabilities on how to access into the labour market, including with specific tasks prepare a CV, an employment interview, etc.

- Learn how to use and apply the online job profiling tool;

- Learn how to ensure the career follow up.

Learning outcomes

At the end of the training the learner can:

- Provide support to people with disabilities in order to help them to enter on the open labour market and retain the job placement, using new and suitable tools

- Apply the online job profiling tool, finding the right person for the right job and breaking circles of prejudice

- Communicate with employers

- Create and follow a mentoring process where mentors would be company's employees to mentor people with disabilities in the workplace;

- Provide support and supervision to people with intellectual disabilities working on the open labour market.

Course content

Generic modules:

Welcome meeting (2h class)

    I.   **Intellectual Disabilities (2h in class + 2h online)**

- *Disability definition*

- *Disability Historical Path*

- *Disabilities models*

- *European policies overview – focus on the Diversity policies for disabilities*
- *National policies overview*
- *Disability and human rights*
- *Recognition of right to work of the disabled person*
- *People with disabilities barriers to entering the labour market*

II. **Working to change attitudes: among disabled people; disabled people family; and among employers (2h + 2h Online)**

- *Equality of opportunities – some important milestones*
- *Employment and inclusion – milestones at a national level*
- *European Disability Strategy*
- *Mechanisms to deal with job market barriers*
- *Stakeholders involved*
- *Study: perceptions and national reality*
- *Case Studies*

III. **The Career Guidance Professional role (4h class + 2h online)**

- *Who is the Career Guidance Professional?*
- Multi-agency cooperation: my role on the process | the role of the system, civil society, families, and person with disability
- *How to provide guidance and counselling?* – sharing strategies
- Encourage people with disabilities to look for employment in the open labour market
- Strategies to engage employers, families, service providers & other stakeholders - *Networking skills?*
- The ethical behaviour

IV. **Case Management: the person with disability interview (4h class + 2h online)**

- *Objectives of the interview*
- *How to prepare the interview?*
- *How to conduct the interview?*
- *Exercises to map and identify the high working potential in terms of skills, experience, knowledge and attitudes*

V. **Pathways towards employment – preparing the person with disability to**

the open labour market (4h class + 2h online)

- *Writing the CV*

- *How to look for a job?*

- *Shape appropriate attitudes to work*

- *Strategies to preparing for employment interview*

- *Making useful tools to help in the process*

VI. **Employers engagement – communication strategies (5h class + 2h online)**

- *What are employers looking for? - Changings and trends in the labour market*

- *Employees recruitment strategies*

- *Communication channels - Define all type of communication with companies, parents, civil society*

- *Sensitisation of the employer | employees*

- *Create campaigns to awareness the employers and civil society.*

VII. **Job Profiling Tool (4h class + 2h online)**

- *What is the job profiling tool?*

- *How to apply the job profiling tool?*

- *How to analyse the results?*

- *How to communicate the results to employers and service providers?*

- Complementary Tools to the Job Profiling Tool definition of a small work guide with which each trainee identifies itself.

VIII. **The follow up process (5h class + 1 h online)**

- *Communication channels between employers and service providers and the Career guidance professional*

- *Informal strategies to provide support to people with disabilities during the induction phase*

- *Process evaluation tools*

Evaluation of all training course (1h)

Learning hours

The training period should take 10 days, during approximately 6 weeks, and includes formal online and class training and evaluation.

After the training, the training participants **must provide the project methodology: JPAT, guidance, counselling & employers matching to at least 1DP per trainee (managers)**

Welcome session: 2H

Class sessions: 33 hours

Internet sessions: 15 hours

Evaluation: 1H

Total: 48 hours

Teaching and learning methods

Within the e-learning platform, the learner will be able to locate suitable learning support materials such as articles, presentations, legislative documents and other relevant publications. Learners will be asked to provide at least **one** (but preferably one for each module) written assignment to assess their overall understanding of core concepts.

During workshop sessions the relevant concepts, introduced online, will be supported by practical examples, and learners are encouraged to share their experiences. Discussion based on the practical examples will also take place using case studies, role-plays and other techniques.

Assessment method

Self-assessment of competences (pre and post)

Observation

Individual assignments

Group assignments and activities (collaborative writing, role plays, activities, awareness materials)

References

Pilot Reports of training course design. (Portugal, Hungary, Romania, France)

Code of conduct

Is requested that learners regularly attend sessions and arrive punctually.

Class participation is desirable to enhance the achievement of learning outcomes.

Learners must fulfil the online assignments on time as part of the agreed learning plan.

3. Field of application

The implementation of the course should take into account professionals already working in the context of employment, Disability NGO's professionals and Human Resources services. In order to reach these professionals, it is important to make **partnerships with organizations** targeting people with disabilities whose professionals and clients can benefit from the strategies of the training course.

4. Competences Self – Assessment

In the beginning of the training course a survey is applied to each participant, measuring the knowledge / skills the has about: "Intellectual disability competence"; "Intellectual disability and Market knowledge"; "Influence, Communication, Values and Ethics behaviour"; "Adaptability, Communication, Process Management"; "Communication, Empowering the person with disability"; "Market knowledge, influence, adaptability, communication" and "Empowering the person with disability, Communication, Adaptability, Influence".

The same survey is once again filled in the end of the training course. The contrast between both questionnaires (initial and final) makes possible to evaluate if the course developed the knowledge of the participants, and if yes in which competencies specifically.

5. Training Contents Selection

The contents defined for the pilot courses allow us to present as validated the modules for the development of this training course as well as the themes worked on in each one. The organizer may, however, make small changes in contents and activities, not advising a total change of structure, because this one is already validated by the pilot's 96 participants.

The validate modules of the training course are:

   a. Welcome meeting (2h class)
   b. Intellectual Disabilities (2h in class + 2h online)
   c. Working to change attitudes: among disabled people; disabled people family; and among employers (2h + 2h Online)
   d. The Career Guidance Professional role (4h class + 2h online)

e. Case Management: the person with disability interview (4h class + 2h online)
f. Pathways towards employment – preparing the person with disability to the open labour market (4h class + 2h online)
g. Employers engagement – communication strategies (5h class + 2h online)
h. Job Profiling Tool (4h class + 2h online)
i. The follow up process (5h class + 1 h online)

6. Training Course Organization

Is very important to consider all the aspects regarding the organization of training courses, like:

a. How to promote?

The organizer can take into account the knowledge and partnerships that already have in this theme, however, it is always important that the information is spread by a greater number of people by email, flyers, websites and social networks, **all means of dissemination are important for the participation of a relevant number of participants.**

b. Time

Keep short courses. The curricula of the course have defined timings for the modules and for the total duration of the course, which has been shown to be adequate to the needs of the professionals. However, it is always possible in course replication that the times dedicated to some modules are diversified taking into account the needs verified by the organizing entity.

It should be noted that the course does not go much longer than **48 hours** for several reasons: the maintenance of interest of the participants, attendance and achievement of the objectives.

In the case of using the **online platform,** the hours dedicated to it cannot bring an overload to the participants and the contents worked online have to be discussed and settled in the class sessions so that the participants feel that there is continuity of the information.

c. Trainers

The team of trainers should be homogeneous and sequentially follow the modules. Work as a team that allows the modules to be taught sequentially without repetition of

information. It will be fundamental to replicate the course and that the team of trainers can be prepared together in order to teach the modules consistently.

d. Platform

The use of the online platform is an excellent tool to enhance learning and training to organize and manage your training time. It also allows the key course documentation to be stored and accessed or downloaded by participants.

Currently the use of distance learning platforms and b-learning courses are a reality all over the world, although not all professionals are familiar with the operation of this type of tools.

Thus, although the DESIGN training course is prepared to be b-learning, it is necessary to take into account the ease of participants in the use of training platforms.

In parallel, the platform must be intuitive, easy to work and the contents the modules must be presented sequentially and logically. It should also promote a continuous evaluation (quizzes) that consolidate the knowledge obtained with the information of the platform and that motivates the participants.

This should be a tool to be used when replicating the Design course, but it should be structured so that all participants can easily use it and in a timing, that is possible for them.

e. Session Plans

All the training sessions have to be prepared in advance, session plans must contain the following information: module name, duration, format (online or class), objectives, program contents, learning outcomes and activities. The model session plans for each module can be seen in Annex 1.

f. Material

There are several suggestions of activities to be performed in each module (Annex 1), as well as important documentation that should be part of the information given to the participants. However, each organization can adapt the activities, exercises and documentation (mainly legislative) to the reality of the processes of employability of people with disabilities in the country that develops the course.

These activities, in addition to aligning with the contents of the modules, must also respect the definition of disability used by the World Health Organization and always promoting the Convention on the Rights of Persons with Disabilities.

Training materials and presentations should be given to the participants so that they can always consult when necessary.

7. Supervision and evaluation

The entire course process should be supervised and evaluated at every step. As mentioned at the beginning of the training is given to the participants a questionnaire to assess the skills and this return to be given at the end of the training. In parallel, during the opening session, an activity should be created in which the trainees' expectations about the course can be understood and how it can help to improve the participant's performance.

In each module, an evaluation questionnaire should be used, taking into account the relevance of the contents, the performance of the trainers and the space and conditions in which the training takes place. This survey should have an open space for trainees to make suggestions.

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Annex 1 - Sessions Plans

Module I - Intellectual Disabilities

Expected duration: 4 hours | 2 hours class and 2 hours online

Online

General Objectives: The purpose of the Intellectual Disability module is to prepare professionals to understand the meaning of disability and its different manifestations thus understanding the obstacles it creates (for people and potential employers) and find ways to help overcome them.

Program Contents	Learning Outcomes	Activities
Concept of Disability	Definition of Intellectual Disability; Historic evolution of disability; Legislative definition in Europe; Introducing the disability models.	Multimedia presentation on the e-learning platform
ICF Model	Presentation of the ICF (International Classification of Functioning); Difference between intellectual disability and mental illness; Notion of inclusion; Understanding Accessibility and Compensation.	
Different Disabilities	Presentation of different disabilities: Intellectual Disability Psychic Disability	Multimedia presentation on the e-learning platform and illustration of the theoretical aspects through illustrative videos (e.g. youtube).

Class

General Objectives: Work the concepts acquired in the online session.

Program Contents	Learning Outcomes	Activities
Concept of Disability	Explanation on the Concept of Disability	E.g.: **Brainstorming** The trainer invites the participants to write, in post-its, words, images and thoughts that they associate with the Disability, in order to work the representations of the group on Disability. After collecting all the notes, the trainer identifies several topics of interest that will develop when presenting the training.
Disability Models	Explore disability models in terms of the differences in terms of rights and inclusion.	E.g.: **Case Study Analysis** The trainer presents a case study to the participants, who should identify, for this situation, the medical procedure, social, Bio-Psycho-Social and with the rights model.
ICF - International Classification of Functioning, Disability and Health	Explore the ICF classification based on a particular case study in terms of environmental and personal factors	E.g.: **Work Groups** Based on the previous case study and what is presented on the slide, the trainer introduces the idea that the focus will be on the environmental arrangement, and the means of action are easier to mobilize on environmental factors, by comparison to personal factors. Participants' answers will have to be based on the criteria of the CIF model for environmental and

Program Contents	Learning Outcomes	Activities
		personal factors, filling out a scheme presented on the slide.
	Understanding the differences between impairment and disability with ICF model	E.g.: **Work Groups** The trainer invites the participants to work in smaller groups: from a professional point of view, each group presents their analysis according to the ICF model, specifying the type of disability and impairment. There is one spokesperson per group that collects the exchanges and analyses, which the trainer validates or readjusts.
Concepts of: Inclusion, Accessibility and Compensation	Notion of Inclusion	E.g.: **Work groups** From three images (Equality, Equity and Justice), the trainer introduces the notions of exclusion, separation and integration. Participants are asked to join in a group and define a specific area / problem in which inclusion is not being applied fairly so they must create a way to raise awareness among civil society and the public about the problem.
	Understanding Accessibility and Compensation	E.g.: **Work groups** The trainer presents the concepts of accessibility and compensation and, together with the group, launches the idea that disability can be compensated in the professional environment. This activity lasts one hour and thirty minutes and is carried out in small groups in a collective and participative way, with the purpose of designing a solution for the specific case given by the trainer. The trainer needs cardboard, post-its and projector.
Introduction in access to the labour market	Consequences for access to the normal labour market	E.g.: There are several situations of people who are inserted in the normal labour market. In the second part of the exercise, they analyse the consequences of these situations for both the disabled and family and technical

Module II - Working to change attitudes

Expected duration: 4 hours | 2 hours class and 2 hours online

Online

General Objectives: To develop in the professional's competences related to the employability of people with disabilities.

Program Contents	Learning Outcomes	Activities
Important milestones at the level of Equal Opportunities/Rights of Persons with Disability or Disabilities • **International level** • **National level;**	Train technicians on the problem (employability of the disabled person). Awareness on the process of changing attitudes.	Multimedia presentation on the e-learning platform
Important milestones in the employment / social inclusion of the Person with Disability or Disabilities;		
Employment as a factor of social inclusion		
European Strategy for Disability (2010-2020)		
Mechanisms to deal with labour market barriers		
STUDY: perspectives on Workers with disabilities or impairment		

Class

General Objectives: Develop, in the technicians, skills related to the employability of people with disabilities.

Program Contents	Learning Outcomes	Activities
PCDI unemployment: causes and problems	Train technicians on the problem (employability of the disabled person). Awareness on the process of changing attitudes.	1 - Introductory video on diversity (e.g.http://www.cartadiversidade.pt/index.php/pagina-exemplo/)
Hierarchy needs and problems		2 - Exercise: "Tree of problems" - causes and effects defining as the central problem the unemployment of people with disabilities. Participants in groups of 4 will develop their problem tree realizing the causes and effects of the central problem. After completing the exercise they present the workout and discuss possible solutions to the problem among participants. 3 - Maslow's Pyramid - discussion about needs (debate)
Responsible for the change process		4 - Brainstorming: responsible for the process of change. 5 - Exercise: Empathy Map (different stakeholders) understand how People with disability, parents, employers and organizations feel about difficulties to employment. With a worksheet each group can define which are the potentials and weakness of the action system of PCDI. 6- Define Stakeholders responsibilities
Perceptions of employability Integration in the labour market Challenges		7 – Presentation of data about employment of people with disability. 8- Preparation to interview people with intellectual disability (role-play)

Module III - The role of the Vocational Guidance Professional

Expected duration: 6 hours | 4 hours class and 2 hours online

Online

General Objectives: Understanding the role of the vocational guidance professional in promoting the entry of people with disabilities into the normal labour market; understand the different types of vocational guidance; learn about cooperation between entities; awareness about the different skills that professionals must develop; learning about ethical behaviour.

Program Contents	Learning Outcomes	Activities
Vocational Guidance Professional: definition, who is and how to provide guidance and counselling (sharing skills)	Trainees can recognize what is expected of them and perform their duties properly. By introducing inter-agency cooperation, practitioners can learn about the benefits of cooperation and networking with other agencies. By providing a list of essential and specialized skills, practitioners can self-assess and critically understand the skills they need to improve / develop / recycle.	E.g.: **Worksheet** Types of guidance of the guidance professional - Evaluate the acquisition of knowledge about the types of orientation of the professional guidance professional. The trainee must match the definitions and concepts.
Cooperation between agencies		
Ethical behaviour	The practitioners will be clarified on the importance of ethical behaviour.	

Class

General Objectives: Provide guidance on how to develop cooperation between entities; explore the responsibilities of the vocational guidance professional; understand the importance of communication skills.

Program Contents	Learning Outcomes	Activities
The professional guidance professional - online content review (Q & A)		Review of online content - Q & A (5 minutes) (The definition of vocational guidance professional, Who is the vocational guidance professional? Cooperation between agencies, How to provide guidance and counselling? - Skills sharing, Ethical behaviour)
Cooperation between entities	Trainees will learn how to activate cooperation between entities, and their role in working with other entities.	E.g.: **Map of actors:** divide the class into groups of 4 elements (preferably of the same entity / area). Each group should list the entities with which they regularly work in the planning and provision of services and support to people with intellectual disabilities and their families. Entities should be grouped into three levels: national, regional and local; participants should use a different colour for each level.
		E.g.: **SWOT Analysis:** Each trainee must make a SWOT analysis of their organization; analyse together with colleagues the results of SWOT focusing on their weaknesses and threats; Identify an actor with whom you have little relationship and who can help reduce weaknesses and overcome threats (if necessary, you can seek from other colleagues); jointly define a strategy for developing relationships, skills and opportunities (if necessary, create multiple groups) Sharing Results

Communication skills	The professionals know about the importance of communication skills and feel motivated for better communication.	E.g.: The trainer explains the importance of communication skills when giving guidance. The trainer asks the participants to brainstorm about communication "(5 minutes).
		Each trainee does an introspection and then shares with the group;
		E.g.: **Elevator pitch:** trainer explains what it is and asks trainees to imagine that they have the opportunity to contact an employer of a large company and that they want to introduce Jorge, a young man with intellectual disability looking for a job in the normal job market (30 minutes))
		E.g.: **Reflection activity:** "What motivates you to put people with disabilities in the normal job market?"; "What, in your opinion, are the four preferred qualities that the Orientation Professional should have in order to place people with disabilities in the normal labour market?") The trainer explains the importance of communication skills when giving guidance. The trainer asks the participants to brainstorm about communication "(5 minutes).

Module IV - Case study: interviewing the person with intellectual disability

Expected duration: 6 hours | 4 hours class and 2 hours online

Online

General Objectives: Understand the person (needs, competencies, and expectations) as the focus of social intervention; reflect on the limitations of the biopsychosocial model; define the resources and strategies needed to create and implement a holistic and comprehensive response to a person's needs, expectations and competencies; improve the skills of the technical team to implement the model.

Program Contents	Learning Outcomes	Activities
Case Management: Definition, different models and the role of the Vocational Guidance Professional	Increase skills in participants; Improve the management of individual plans, needs assessment, goal setting.	Multimedia presentation on the e-learning platform and illustration of the theoretical aspects through illustrative videos (e.g. ted talks) and PowerPoint presentation
Interview: purpose and how to prepare and conduct		

Class

General Objectives: Understand the person (needs, competencies, and expectations) as the focus of social intervention; reflect on the limitations of the biopsychosocial model; define the resources and strategies needed to create and implement a holistic and comprehensive response to a person's needs, expectations and competencies; improve the skills of the technical team to implement the model.

Program Contents	Learning Outcomes	Activities
Models of social intervention; Case study;	Increase skills in participants; Improve the management of individual plans, needs	Group discussion about the competencies needed by the vocational guidance professional in the following moments:

Model focused on the person; Resources and methods; Management of individual intervention plans; Participation and involvement of the client, employees and partners throughout the intervention plan.	assessment, goal setting.	• Prepare a successful interview, • Conduct a successful interview, • Procedure after the interview • group discussion on different types of issues that may occur in the active job search; This discussion will record behaviours, forms of communication and interaction that will improve the performance of the person seeking employment. In parallel, some videos about employment and communication interviews will be analysed.

Module V - The paths to employability

Expected duration: 6 hours | 4 hours class and 2 hours online

Online

General Objectives: Preparing professionals for the preparation of people with disabilities for normal job placement; knowing why work is important for the human being and why it is important to promote job opportunities for people with disabilities in the normal job market.

Program Contents	Learning Outcomes	Activities
1 – Structure **2 - Preparation for a job** **- Promoting job search skills** **- Helping the disabled person and who is looking for a job to do a self-assessment** **- choose a career** **- How to look for a job? - job search techniques** **- Curriculum Vitae (CV)** **- Presentation letter** **- Interview**	The trainee will be able to teach successful job search techniques; The trainee will be able to teach people with disabilities to develop a CV that increases people's awareness and contains all the relevant information; The trainee will be able to prepare people with intellectual disabilities for a successful job interview	Multimedia presentation on the e-learning platform
3 - Developing appropriate work habits		

Class

General Objectives: Preparing professionals for the preparation of people with disabilities for normal job placement; knowing why work is important for the human being and why it is important to promote job opportunities for people with disabilities in the normal job market.

Program Contents	Learning Outcomes	Activities
Reviewing the online content. improving the quality of life of people with disabilities through work	The trainee will be able to teach successful job search techniques The trainee will be able to teach people with disabilities to develop a CV that increases people's awareness and contains all the relevant information The trainee will be able to prepare people with intellectual disabilities for a successful job interview	E.g.: **Worksheet Activity 1** Activities and impact on the day to day (one worksheet per person); Discussion about "Why do we accept the difficulties of work? What are the motivational factors? "(30 minutes) Helping the disabled and who is looking for a job to do a self-assessment - concepts (5 minutes)
Work on relations and Empathy		E.g.: **Worksheet Activity 2** Knowing yourself and others; ask the trainees to organize themselves into groups of 2 elements. Each participant

		should interview their peers about their interests, abilities and skills (using the worksheet). Each person introduces the pair to the group, highlighting one of their interests, abilities and skills (30 minutes)
Case Study		E.g.: **Worksheet Activity 3** Divide the participants into groups of 5 elements; assign a disability to each group: group 1 - autism spectrum disorder / group 2 - Down syndrome / group 3 - fragile X syndrome / group 4 - cerebral palsy / group 5 - Williams syndrome The first task of the groups is to identify possible impacts of disability in the workplace (15 minutes). The second task is to identify the changes needed to reduce these impacts (15 minutes) Present the results and discuss them (30 minutes)
How to prepare people with disabilities to interview.		E.g.: **Worksheet Activity 4** Our own contribution to look for work: groups of 3 elements. Ask participants to jointly share the information previously available that should be reflected by workers, employers and jobs (both online and on the phone) before starting a new job. Use the flipchart for the discussion. To conclude, use worksheet_exercise 4 (40 minutes)
		E.g.: **Worksheet Activity 5 - Ghest (1 hour)** Provide participants with exercises to apply with the person who is looking for a job

Module VI - Employers' Commitment - Communication Strategies

Expected duration: 6 hours | 5 hours class and 2 hours online

Online

General Objectives: Learning to communicate with employers; give the theoretical knowledge necessary for the training program and make an assessment at the end of the module.

Program Contents	Learning Outcomes	Activities
1 - What are employers looking for? - changes and trends in the normal labour market	The best ways to look for employers who are willing to hire people with disabilities; Key steps in approaching an employer; How to maintain a good relationship with the employer; The benefits of employing people with disabilities; What are the difficulties faced by people with disabilities at work; How to sensitize employers to difficulties related to disability; Communication tips for people who work with people with disabilities; Strategies that can be used by employers to create a more inclusive workplace	1 - Power Point Presentation of the job market context.
2 - European trends in the inclusion of people with disabilities in the normal labour market		
3 - Benefits for employers hiring a disabled person		
4 - Employee recruitment strategies - how to look at employers?		
5 - Communication channels available to schedule a meeting		
6 - Workers' awareness		
7 - What are the needs of employers?		
8 - Employers' / Workers expectations?		
9 - Strategies that can be used by employers to create an appropriate adaptation environment		

Class

General Objectives: Awareness about the demands of the labour market, and what to focus on JPS managers, when they create the DP profile; open discussion on the effects of European trends on the inclusion of people with disabilities in the normal labour market; collaborate, learn how to select and be informed about the benefits of employers when hiring people with disabilities; JPS managers awareness about the behaviours of workers when they have a new co-worker with disabilities.

Program Contents	Learning Outcomes	Activities
1 - What are employers looking for?	JPS managers will be able to develop their communication skills and commit more employers to hiring people with disabilities.	**Activity 1 –** Brainstorming about which are the requirements of employers.
2 - European trends in the		**Activity** 2 - The trainees have to respond to the following questions:

inclusion of people with disabilities in the normal labour market		• What, on a large scale, are the effects of each trend on the labour market? • What are the effects that each trend can have on the lives of people with disabilities? • What would explain each trend? Why do you think there is only one positive trend?
3 - Benefits for employers hiring a disabled person		**Activity 3 –** Money or People? The participants have to make a selection of the economic and social benefits.
4 - How to look for employers?		**Activity 4 –**Ask for Ideas - Open discussion about the best ways to look for employers.
5 - Communication channels		**Activity 5 –** Role play – challenges of communication - To play different roles (job placement service manager/employer/disabled person looking for a job) and think about how to cope with different situations
6 - Workers' awareness		**Activity 6 –** "Involve Employers" Flyer - To make participants aware of the employees' behaviour when they have a new colleague with disabilities
7 - Employers' expectations		**Activity 7 –** Puzzle - make the participants to collaborate, share ideas and think about the employees'/employers' benefits for solving the puzzle(choice) easier.

Module VII - Working to change attitudes

<u>Expected duration:</u> 2 Hours I 2 hours class

Class

General Objectives: Define and know the tool to evaluate the profile to employability.

Program Contents	Learning Outcomes	Activities
What is the Profile Evaluation Tool for Employability (FAPE)?	Identify what the Employability Profile Assessment Tool (FAPE) Know the procedures and requirements to carry out a placement process in the labour market using FAPE;	Powerpoint with the presentation of all phases, as presented: 1 - Insertion of job offer requirements 2 - assessment of the requirements for the job position 3 - self or hetero-evaluation 4 - final evaluation and pairing
Processes, procedures and requirements in platform use	Know the main steps inherent to the use of FAPE: registration users, registration and information of candidates, registration of employers, introduction of offers of work, compatibility, candidates and offers, analyse results and address an employer compatible;	
How to use FAPE?		
Phases for pairing		
Expected next steps	Register users: case managers, candidates and employers Insert candidate information: description of job requirements, assessment of job requirements, self-assessment and evaluation.	

Module VIII – The follow-up process

<u>Expected duration:</u> 6 hours | 4 hours class and 2 hours online

Online

General Objectives: Learning to communicate with employers; give the theoretical knowledge necessary for the training program and make an assessment at the end of the module

Program Contents	Learning Outcomes	Activities
	Know the needs that the person with disabilities can face when working in the normal job market; How to give feedback, how to evaluate performance, how to evaluate feedback from employers' supervisors; Communication channels between employers and available services, and professional guidance counsellor, how to build a supervisory agenda (e.g. collaborative tool); How to deal with different situations, such as loss of commitments, lack of resources, weak support of employees	Practice an online supervision / agenda plan (e.g. free sharing of the agenda) Feedback in complicated situations and how to manage them

Class

General Objectives: Provide accurate guidance, counselling to oversee the process of integrating the person with disabilities into the workplace, and support the employer.

Program Contents	Learning Outcomes	Activities
Integration into the normal labour market: **- identification of specific needs of disabled people to ensure their integration into the normal labour market (mobility, administrative, social, adaptation of the workplace, raising staff awareness, appointing someone responsible, etc.)** **- Identification of the specific needs of employers (advice, administrative and financial support with available help, increased awareness of the teams, etc.)**	Know the needs that the person with disabilities can face when working in the normal job market	E.g.: **Map of mind** Explanation of special needs for person with disability
Monitoring and maintenance in the normal labour market: **- Identification of the specific needs of disabled people to ensure that they remain in the normal labour market (overview of the plan, assessments, training, administrative and social information, etc.)** **- identifying the specific needs of employers (overview of the plan, evaluation, mediation, adaptation or reasonable accommodation of their position)**	How to give feedback, how to evaluate performance, how to evaluate feedback from employers' supervisors;	E.g.: Use of examples of evaluation reports and supporting tools
Find situations adapted to problem solving (adaptation or reasonable accommodation of position, creation of links, professional training, social skills, etc.)	Channels of communication between employers and available services, and professional guidance counsellor, how to build a supervisory agenda (e.g. collaborative tool).	E.g.: **Free sharing of the agenda** Presentation of an oversight plan/online agenda

Management of challenging situations: **- Review of the various possible situations** **- Find situations adapted to problem solving (adaptation or reasonable accommodation of position, creation of links, professional training, social skills, etc.)**	How to deal with different situations, such as loss of commitments, lack of resources, weak support of employees	E.g.: Feedback in complicated situations and how to manage them
		E.g.: Mentoring for people with disabilities (introduction to the theme)

Link to the course contents:

https://drive.google.com/drive/u/0/folders/1e5CPM50aXXgNnufMo87NR6urLpdvGaS2