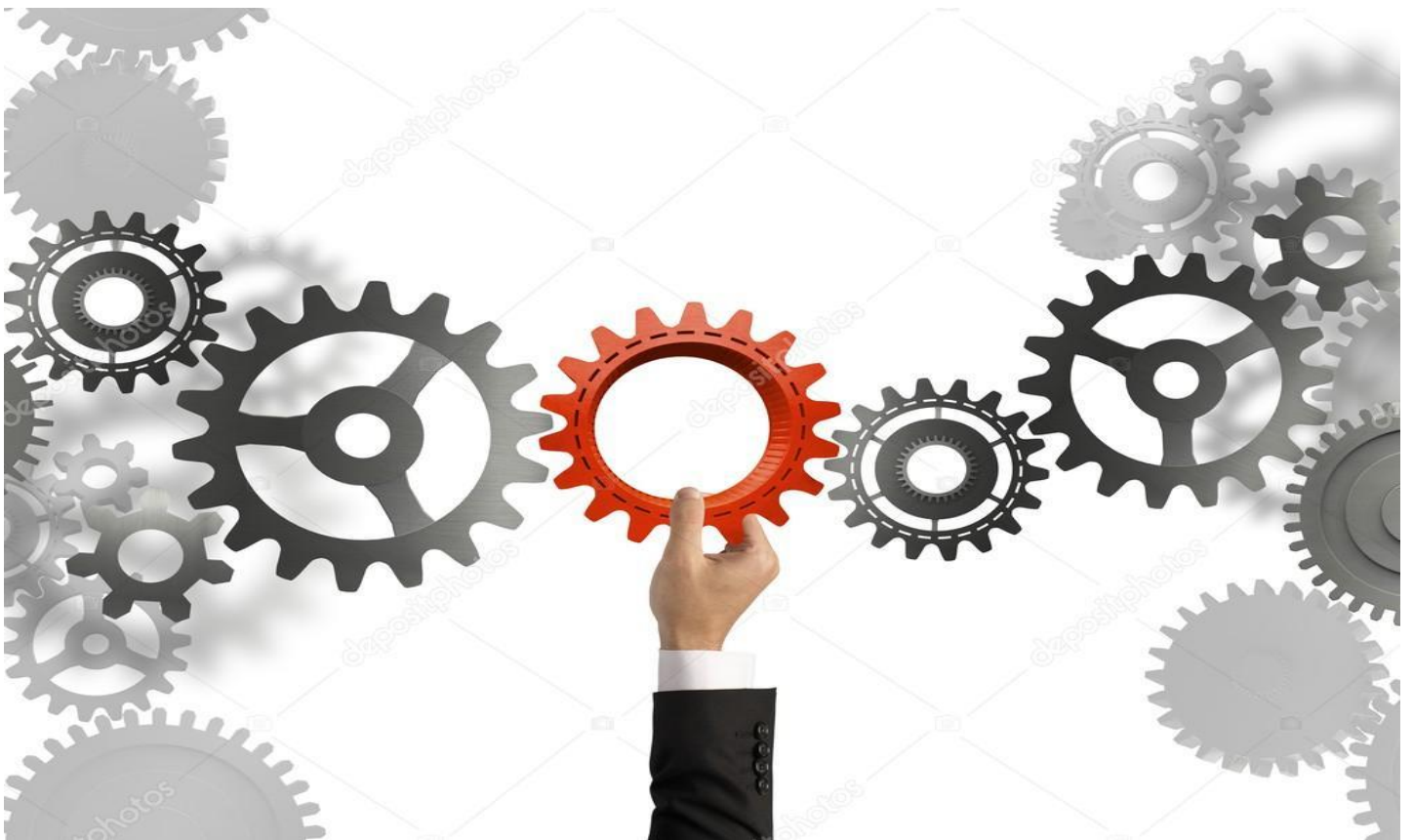


Review

on partners' employment profile tools and processes/methodology



Job placement services provided to disabled persons

October 2017

Project

DESIGN – Disabled Employability Signaling

Partners

[AFEJI](#)

[AFID](#) – Fundação AFID Diferença

[Andicat](#) - Association Nationale des Directeurs et Cadres d'ESAT

[APROXIMAR](#) – Cooperativa de Solidariedade Social, CRL

[ASSOC](#) - Asociația Profesională Neguvernamentală de Asistență Socială

[EaSI](#) – European Association for Social Innovation

[Kézenfogva Alapítvány](#) (Hand in Hand Foundation)

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Introduction

Quality jobs ensure economic independence, foster personal achievement, and offer the best protection against poverty. However, the rate of employment for people with disabilities is only around 50%. To achieve the EU's growth targets, more people with disabilities need to be in paid employment on the open labour market. [COM (2010) 636 final – European Disability Strategy (EDS) – 2010-2020]

DESIGN project stands for finding the most suitable person for a job, breaking discrimination cycles and society prejudice barriers that persons with disability face. The project intends to deliver high job placement counselling services, both to disabled persons, and to those employers with suitable job places. In order to achieve all these, there are a number of important steps that have to be taken:

- leading an evidence review, in each partner country, regarding good practices on the employability of persons with disabilities in the open labor market;
- developing the right set of training courses that will empower the services dealing with disabled persons' 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 disabled persons' job placement.

There are also a number of Intellectual Outputs that the project will produce in order to reach its goals:

- IO1) Evidence review on people with disabilities job placement services;
- IO2) Job Profile Assessment tool and manual;
- IO3) Job Placement Services Learning programme manual;
- IO4) Communication toolkit;
- IO5) Job Placement Services model.

The strong experience of the partners in assessing the disabled towards employment plays an important role in the project's development and is key for reaching the goals established.

Partners' employment profile tools and processes/methodology

This review has been written due to the project's need to first analyse the various ways in which each partner country handles the entire process of assisting disabled persons towards employment on the open labour market and to find the most suitable models of assessment tools which are already successfully used.

As all the partners submitted their job profile assessment frameworks, we were able to gather the necessary information and to look for several aspects of interest that could offer us a clear view of the following:

1. How does a person with disabilities get to the organisation job placement service;
2. What is the scope of the service provided;
3. Who proceeds an initial evaluation of the disabled persons;
4. What tools/inputs/instruments/training are used for evaluation of a disabled person's profile;
5. Which are the outputs;
6. Related documents;
7. Performance indicators.

Although there are differences between the partners' frameworks, some common features and approaches could be identified:

1. How does a person with disabilities get to your organisation job placement service?				
AFEJI	AFID	HAND IN HAND	ASSOC	Common features/ Observations
<p>- The Departmental Home for Disabled Persons (MDPH) gives an Orientation to the DP and redirects him/her to the Work Assistance Services & Establishments (ESAT)</p> <p>- the DP enters a waiting list, regularly updated from the point of view of</p>	<p>- forwarded by the Inclusion Resource Center (structure of the Employment and Vocational Training Institute)</p> <p>- forwarded by the Employment and Vocational Training Institute itself</p> <p>- by High Schools</p>	<p>- contacted mostly by email or phone, after hearing from friends, relatives, professionals, Internet or social service organisations</p> <p>- does its own recruitment:</p> <ul style="list-style-type: none"> • from special schools • partner 	<p>- oriented by public service (County Commission for Rights'Protection of Adults with Disabilities)</p> <p>- drawn by ASSOC services</p> <p>- by persons or companies that know ASSOC</p>	<p>The DP is guided towards the job placement service by:</p> <ul style="list-style-type: none"> - family and friends - public service - other partners or NGOs <p>It's important that the criteria according to which DP are oriented</p>

<p>availability</p> <ul style="list-style-type: none"> - ESAT gives the DP a Pre-Admission Appointment with a psychologist/social service assistant/educator or one of the Establishment managing stuff - the DP enters into Immersion Work Placements/ Traineeships - The Admission Commission validates or refuses the DP - the DP is guided towards ESAT by: <ul style="list-style-type: none"> • partnerships • personal initiative • family • public services 	<ul style="list-style-type: none"> - by partnerships - by his/her own initiative - recommended by students /trainees who already finished their vocational training 	<p>organisations</p> <ul style="list-style-type: none"> • job fairs • ads (for specific positions) <p>- each DP is designated a Mentor and is given a Cooperation Agreement to sign</p>	<p>activities</p> <ul style="list-style-type: none"> - other NGOs that provide complementary services 	<p>towards JPS are well-determined and clear.</p>
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2. What is the scope of the service provided?				
AFEJI	AFID	HAND IN HAND	ASSOC	Common features/ Observations
<ul style="list-style-type: none"> - social, medical, educational, psychological services - professional integration (traineeships) - learning, in order to maintain proficiency or gain new skills 	<ul style="list-style-type: none"> - to obtain further qualification or re-qualification 	<ul style="list-style-type: none"> - assessing employees abilities (using Lantegi Method) - creating an employment plan (PATH Method) - get the necessary documentation (electronic format) 	<ul style="list-style-type: none"> - to give disabled persons a better life and get them out of isolation - assessing their abilities, to help them getting a job matching his/her abilities 	<ul style="list-style-type: none"> - the main purpose is improving disabled persons' quality of life and integrating them in the society - assessing their abilities in order to maximize their chances of employment
3. Who proceeds an initial evaluation of the disabled people?				

AFEJI	AFID	HAND IN HAND	ASSOC	Common features/ Observations
<ul style="list-style-type: none"> - Psychologist - Field educator - Social Service Assistant - Service Manager 	<ul style="list-style-type: none"> - Psychologist - Child Care Educator - Social worker 	<ul style="list-style-type: none"> - designated Mentor <p>➤ using the Lantegi method</p>	<ul style="list-style-type: none"> - Social worker - Psychologist 	<ul style="list-style-type: none"> - Psychologists and social workers have better affinities to approach and guide a disabled person throughout the entire process of employment

4. What tools/inputs/instruments/training do you use for evaluation of a disabled person's profile?				
AFEJI	AFID	HAND IN HAND	ASSOC	Common features/ Observations
<ul style="list-style-type: none"> - initial evaluation - an Immersion Work Placement/ Traineeship - sign an employment contract on probation for 6 months, which can be renewed for 6 months - instruments of assessment: <ul style="list-style-type: none"> • Information Sheet • Internal evaluation grids • written reports on an individual development at the previous Establishment • Record of competences • Interview templates • Psychological tests - the Social and Professional Inclusion Service 	<ul style="list-style-type: none"> - Documents: <ul style="list-style-type: none"> • GER302 – Candidate Evaluation Sheet • GER259 – Psychology Evaluation • GER293 – Initial Assessment form – Integration Evaluation • GER125 – Final Evaluation Profile, Opinions and Decisions - ECA – Adaptive Behaviour Scale – assesses personal independence and social behaviour - ECA-RC – assesses domestic activity and sexual behaviour - Raven's Progressive 	<ul style="list-style-type: none"> - the Lantegi method – a working ability test tool with graphic outputs - the DP gets a personal profile and a job profile - PATH planning method – goes backward from general dream/goal towards small, daily steps that need to be done in order to achieve one's goal 	<ul style="list-style-type: none"> - initial evaluation interview – covers the educational/professional and personal background of the DP, as well as medication, autonomy and general and specific recommendations - CASPER electronic platform – a complex set of tests for the assessment of persons with age between 12 and 67: <ul style="list-style-type: none"> • cognitive abilities • personality • interests • manual dexterity (Ruward test) The results of the tests are then used to define a job profile for the DP. Practically, the electronic platform of CASPER generates job-matching reports and ranks the candidates reports for a defined 	<ul style="list-style-type: none"> All partners follow an initial evaluation Specific instruments are used for a detailed evaluation of DP. ?? Three of the partners evaluate the DP outside the working environment. Only AFEJI has an Immersion Work Placement.

(S.I.S.E.P.) orientates the DP towards an <i>ordinary working environment</i> or towards an <i>Adapted Enterprise</i>	Matrices – measuring mostly reasoning and intelligence - HTP – Projective evidence		position.	
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5. Which are the outputs?				
AFEJI	AFID	HAND IN HAND	ASSOC	Common features/ Observations
- Individual profile, which includes: <ul style="list-style-type: none"> • level of competences • degree of autonomy • capacities of adaptation • medical data • orientation and professional recommendations • suitable accommodation suggestions - partnerships - information and training of professionals (Training centers for Apprentices – CFA)	- candidate profile, according to which the vocational training that best suits the candidate is performed	- the documentation is stored in an electronic format, as well: <ul style="list-style-type: none"> • descriptive document about client's interests • job inquiry assessment form • Lantegi open questionnaire and profile form • work test, preparatory training form • PATH planning form • main steps taken and planned 	- Evaluation Report of cognitive abilities, personality, interests and manual dexterity	All partners use standardized tests All partners evaluate the DP with the purpose of matching the person profile with the job profile

6. Related documents				
AFEJI	AFID	HAND IN HAND	ASSOC	Common features/

				Observations
<ul style="list-style-type: none"> • Contracts on support and guide through work in E.S.A.T. (CAST contract-based relations) • Individual and personalized plan (PPI) and amendments • Intermediate / 6 month reports (sent to the Departmental Home for Disabled Persons) (annex 1) • Evaluation / trial period grids (annexes 2, 7, 8) • Annual evaluation grids • Apprenticeship evaluation grids (internal, from other ESATs etc. – annex 5) • Law n° 2002-2 of January 2nd 2002: <ul style="list-style-type: none"> ➤ Welcome Booklet ➤ The Regulations on Functioning ➤ The Establishment plan ➤ Regular assessment of the quality of services provided by establishments (internal and external evaluations) ➤ Participation of beneficiaries (through Social Life Council (CVS) / speaking groups) 	<ul style="list-style-type: none"> • PC- Assessment • IT01- Attendance • IT02- Selection • IT03 - Candidate Management List • IT 4 - Customer Needs Expectations Assessment • Ger002_ Registration form • Ger170_Diagnostic sheet • GER267_ Prioritization index calculation • GER125_ Initial assessment and opinion sheet • MA- Welcome Manual • General Regulation • Specific Regulation • Guidelines/referenc e adapted to people with disabilities or disabilities proposed by AFID, and validated by the governmental body, Employment and Vocational Training Institute. 	<ul style="list-style-type: none"> • Job inquiry questionnaire • Lantegi method description • Lantegi tests 	<ul style="list-style-type: none"> • CASPER tests • other Psychological tests 	<p>All partners record the data of their service provided, either on paper or on electronic format</p>

7. Performance indicators				
AFEJI	AFID	HAND IN HAND	ASSOC	Common features/ Observations
- indicators based on	- Contracted with IIEFP-	- are not	- numbers of	Feedbacks/statistics

competences identified: 1) Social life / relations 2) Attitudes 3) Efficiency / professional skills 4) Learning / adaptation / outputs 5) Compliance with rules and constraints	Employment and Education and Vocational training Institute 1. Number of trainees attended 2. Percentage of certified trainees - Indicators Monitored in TB 1. Number of candidates 2. Number of customers allowed	regarded, as every DP can have a different employee profile	persons that are successfully inserted into the open labour market	are done by each partner according to their own management system.
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Conclusions

It is really encouraging to see how each of the partners is striving to support and improve the disabled persons' chances of employment on the active labour market!

After reviewing our partners' job profile assessment frameworks, we consider that an immersion into a real workplace environment can give valuable information about different aspects which are difficult to properly evaluate in an office context: relationships/communication with co-workers and supervisors; attitude in conflict situations; self-control of emotions; reaction to difficulties; capacity to take initiative when needed; compliance with rules and constraints etc.

Although it may take longer and involve more human resources and different environments, a complex evaluation of a DP gives more predictable information about the matching with the job profile and about the DP's level of productivity.

We also consider it is very important that a specialized social worker or psychologist guides the DP throughout the entire process of assessment and employment, building trust and motivation, being as important an aspect as the evaluation process itself. That is why the learning network platform the project proposes is going to be a great help in empowering the experts working in the field.

Due to the fact that CASPER is a platform of psychological tests and its use in different cultural contexts would need validation studies, partners have chosen the STAR model, provided by AFEJI, to be the replacing assessment tool, DESIGN project will focus upon. This instrument, together with the electronic learning platform proposed, will help fine-tune the entire process of employability amongst people with disabilities.