



TIME@Net -HANDBOOK

Training professionals to act as counsellors for
effective work inclusion pathways for young
people with intellectual disabilities

TIME@Net Project N. 2014-1-IT03-KA205-1295

Transnational Network promoting Innovative
Models in Education, Work Inclusion

EN

Co-funded by
the European Union



Erasmus+



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1. INTRODUCTION

This handbook is the third outcome of the TIME@net project. It has been co-funded by Erasmus+ Programme which aims are to boost skills and employability, as well as modernising Education, Training, and Youth work.

TIME@net project is coordinated by the Consorzio Astir. The countries and entities taking part in the project and involved in the development, dissemination and evaluation of this handbook are the following:

- Consorzio Astir from Prato, Italy;
- IVAS from Valencia, Spain;
- RIC from Novo Mesto, Slovenia;
- APCC from Coimbra, Portugal;
- Aarhus Social and Health Care College, Denmark;
- Fondatsia Prevention for Health, Blagoevgrad, Bulgaria;
- Asociatia ProImpact 21, Timisoara, Romania;
- Pistes Solidaires, Pau, France.

Handbook general objective:

- To develop a manual at EU level for running a course, to be used to train key professionals in inclusion plans for young people with intellectual disability. The course aims at gaining strategic skills for implementing successfully work inclusion plans, through the involvement of the companies.

The unemployment of young people with intellectual disability is nowadays an essential problem in the European Union which is being tackled from different perspectives.

In the case of the TIME@net's handbook, the need to improve the employment situation of the target group is dealt with the development of this handbook whose contents are the based for a 30-hour training course. The objectives of both outcomes, handbook and the training course, are the improvement of the competences of those professionals working at the work inclusion of young people with intellectual disability.

The handbook contents have been developed taking into account the specific needs of every person and trying to involve the companies from the beginning of the process. In addition, the handbook has been based on the principles of the model of human functioning and supports: the **support system model**.

Finally, the handbook has been divided into 5 parts:

1. The bases to develop work inclusions plans, creating synergies among social and clinical services, training agencies and private companies.
2. The characteristics of the pilot-test in Slovenia (30-hour training course), where 10 professional from the participant countries are going to attend the course with the objective to acquire key competences and improve the final outcome.
3. The modules that TIME@net partners have developed for the 30-hours training course. The modules are divided into 5 sections: Outline, aims, contents, didactic and exercises and good practices.
4. A proposal methodology and tools to evaluate the training course.
5. Conclusions.

2. INDICATIONS TO APPLY INNOVATIVE METHODOLOGIES FOR TRAINING AND WORK INCLUSION PLANS OF PEOPLE WITH INTELLECTUAL DISABILITY

2.1 The overturning of the process starting from the involvement of companies.

The needs and problems from which TIME@Net project starts are related to the difficulty in realizing effective training and work inclusion plans addressed to young people with intellectual disability for a solid and satisfactory employment in the companies.

This difficulty is connected with:

- The modality of construction of employment inclusion plans, realized without the active involvement of the companies, and the related difficulty for the companies to accept them in the business.
- The lack of integration among the different subjects involved in the project (training centers/work inclusion services and companies).
- **The lack of specific skills of the professionals working in training centers and services and in work inclusion services in involving the companies, matching the needs of the companies with the needs of the target group, creating job opportunities**, helping the companies to indentify the tasks that the worker should realize.
- Skepticism of the companies respect to the potentialities of the target group and the efficiency of the work inclusion plans.

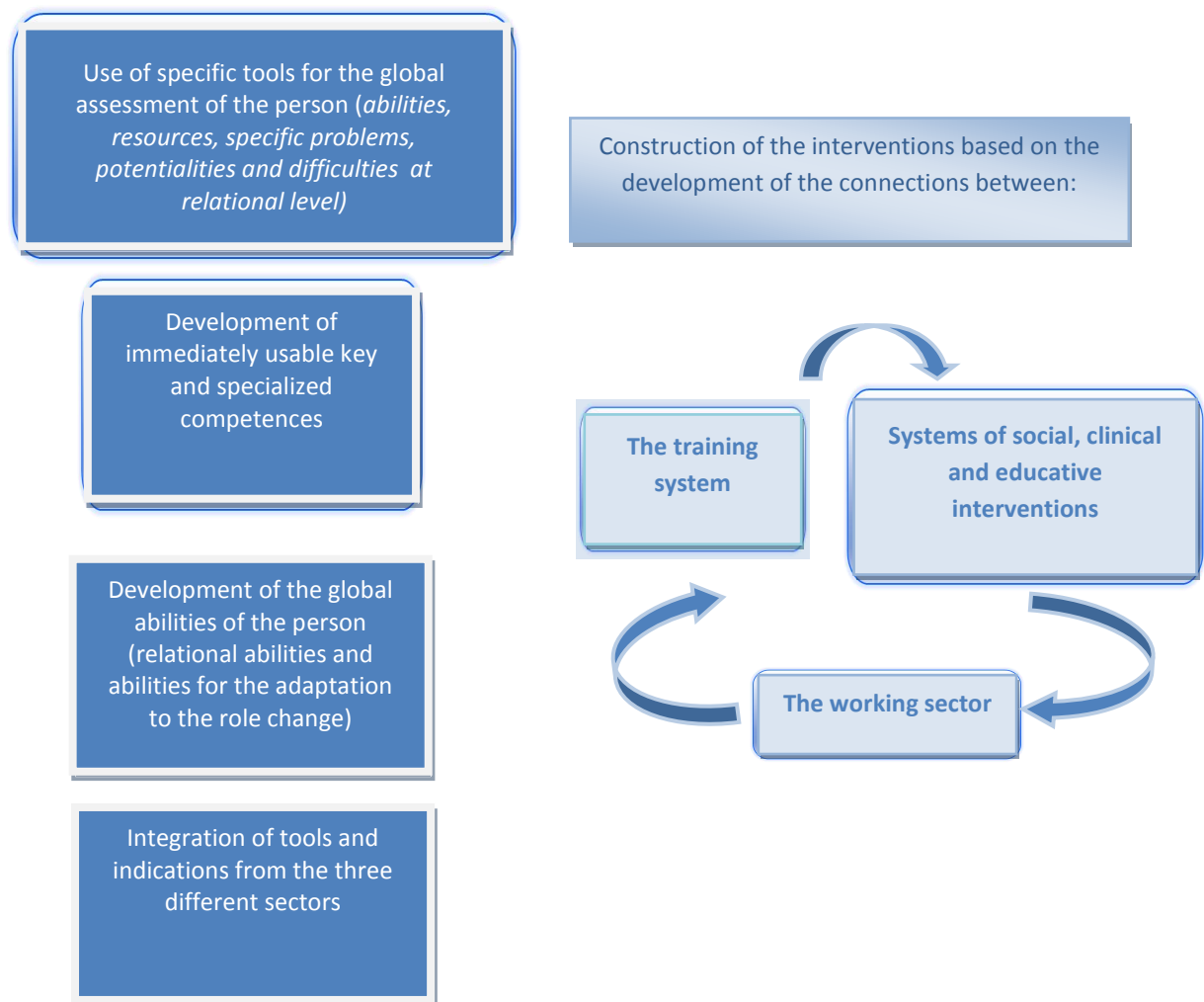
The project aims at answering to these exigencies through:

- Creation and experimentation of training models aiming at the **development of competences** of the trainers and professionals of the training and work inclusion sectors, so that they can be able to build, promote and realize effective projects with the active and continuous involvement of the companies.

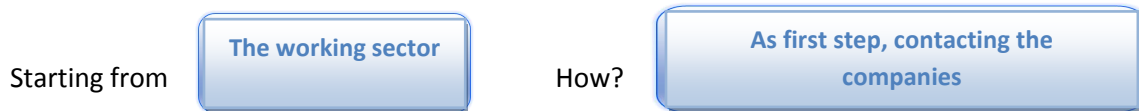
- Creation of models of training and work inclusion plans addressed to young people with disability resulting from the integration of training sector, educational services, labor market **with the active involvement of the companies since the beginning and in all the different phases.**
- **Increase the strategic competences of the professionals to anticipate the market exigencies.**
- Make these models reproducible and usable at European level.

2.2 The grounds for the interventions, the development of competences and work inclusion.

Figure 1. Grounds for interventions. Source: Own elaboration.



2.2.1 How to strengthen and develop the connections among the three sectors and make the interventions more incisive.



- Individuate, together with the companies, possible tasks that can be realized by the target group and for which there can exist work opportunities or potential products on which the companies could be interested in outsourcing orders and services.
- Involving the companies in the project phase and identifying the abilities and skills to be developed in the work inclusion plans.
- Identification of the target, assessment of his/her global abilities.
- Building the training and skills development pathways based on the companies inputs, the EU council recommendations, the inputs from the clinical and social sectors.
- Research of funding, fiscal benefits, sponsorships, presentation of these instruments to the companies and assistance to the procedures, if useful.
- Inclusion in pathways on the field training and directly in the company.
- Creation of support and verify services.

2.2.2 References for the definition of the training pathways addressed to young people with intellectual disability to be included into the work inclusion plans

What follows is a possible structure for the creation of a training pathway to be included in the work inclusion process, according to the proposed principles:

- Selection and global assessment of the person through tools able to integrate the indications of the EU council respect to the skills (key and specialized skills), respect to the tasks agreed with the companies that can offer real job opportunities, respect to the indications from the clinical sector, respect to the characteristics, resources and difficulties in the relational, cognitive and manual abilities of the person.

- Work on the anticipations and expectations respect to the course and respect to the process of inclusion of the beneficiary.
- Construction of **training pathways for the development of skills** based on the company inputs, on the indication of the EU council and on the clinical and social sector and aiming at the global development of the person. The training pathways should include sections dedicated to the development of key and relational skills and sections dedicated to the acquisition of an active role in the community (the work of anticipation of changes related to the own context of life, the role played in the relationships, focus on the processes that bring the beneficiary from a role of assisted person to the role of a person active in his/her context) and sections dedicated to the development of specialized skills with:

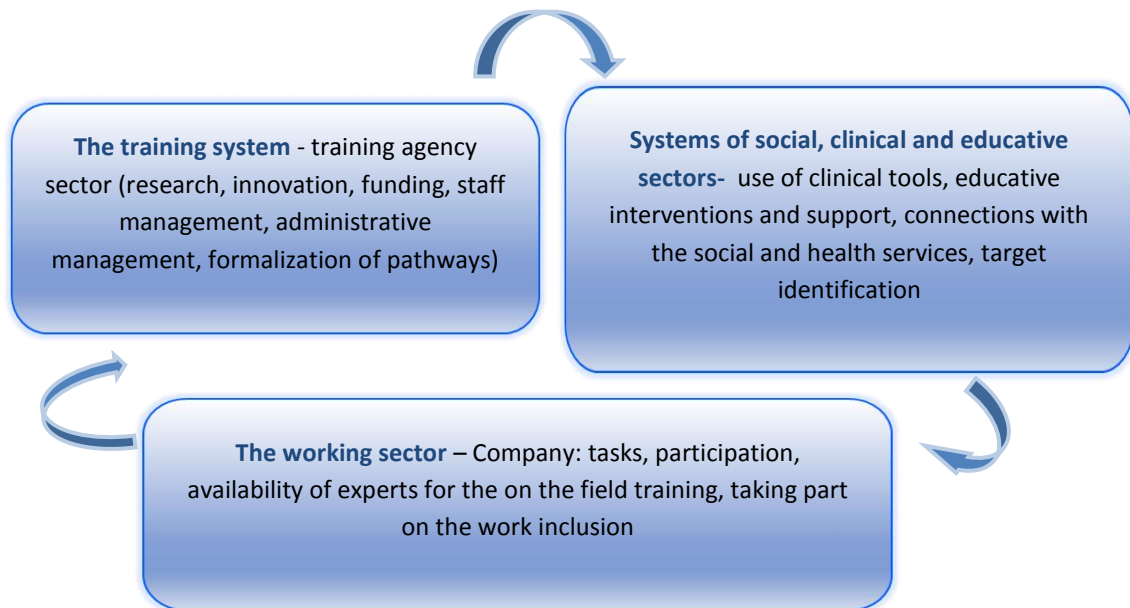
The pathway can end with:

- Final assessment of the learned abilities, validation of the competences, practical exercises for the evaluation of the abilities to generate performances adequate respect to the working context.
- Final orientation with the participation of psychologists, educators and experts of the companies and new definition of the individual paths of development
- Start up of inclusion and supporting paths and periodical meetings with the representatives of companies.

2.3 Conclusions

From what explained above it is possible to note that the different phases of the process are the expression of the inputs coming from different sectors.

Figure 2. Sectors taking part in a work inclusion plan. Source: own elaboration.



For these reasons, the work inclusion plan shall consider the global development of the person, so that the work opportunity can become an opportunity to be an active citizen in the local, national and European community and increase his/her quality of life.

3. FORMAT AND CONTENT OF THE PILOT-TESTING COURSE

3.1 Aims of the section

The training course is aimed at improving the professional status and increasing the strategic competences of personnel working with young people with intellectual disability in order to help them to implement successful pathways (through the involvement of the companies).

The main course objectives are:

- To improve the competences of professionals through a 30 hour training course (TIME@Net pilot course).
- To supply tools and methodologies to work efficiently with young people with intellectual disability and help them to develop specific and key competencies in order to foster their Active Citizenship, improve their participation in the job market and expand their social inclusion opportunities.
- To enrich the knowledge of relevant professionals on issues related to work inclusion plans for young people with intellectual disability: innovative training approaches and methodologies, career counseling, types of integration on the labour market, relevant actors, good practices exchange, companies involving and commitment, attitudes change.
- To acquire skills for strategic planning and networking.
- To empower professionals for an independent work in the field of work inclusion plans.

3.2. Course description and training program

The 30 hours training program/course will be implemented through the following five modules:

- MODULE 1: The Time@net Model:
 - Content: Contents introduction and explanation of the TIME@net model.
 - Duration: 2 hours.
- MODULE 2: The involvement of employing companies at the beginning of the work inclusion plans.
 - Content: methods to contact and involve employing companies at the beginning of the process.

- Duration: 8 hours.
- MODULE 3: *Evaluation models of competences.*
 - Content: models and tools for evaluation/assessment of competences.
 - Duration: 8 hours.
- MODULE 4: The construction of specific training pathways based on the needs of the person.
 - Content: Explanation of two types of training models: off-the-job training (basic key competences) and on-the-job training (Oriented to achieve job-related skills).
 - Duration: 8 hours.
- MODULE 5: The preparation work connected to the implementation context and to the specific course.
 - Content: The unit will give competences and tools to the professionals to deal with relevant aspects connected with implementation of the work inclusion plans of people with intellectual disability (inclusion in work, education and active citizenship).
 - Duration: 4 hours.

Duration of the training: 30 hour (5 days).

Number of participants: 12 professionals from the participant countries involved in work inclusion plans for young people with intellectual disability (professionals from companies, employment services, agencies, and health, social and employment services).

Environment of implementation: classroom, labs, computers...

Supporting material: The course will include standard starting material (handouts, directions to perform exercises, carry out projects and use tools, worksheets, videos, basic format). The material will be available to be downloaded from the project website.

Working language: The course will be conducted in English. The handbook will be translated into the official languages of the participant countries.

Organizational references: The course will be conducted by expert trainers from different sectors: psychologists, social marketing, training methodologies, labour market.

Certificate of attendance: Participants will receive a certificate of attendance at the end of the training.

3.3 Methodology: general approach to training

To obtain suitable performances, the implementation of the pilot course will be carried out through multidisciplinary and integrated working methods. The course will provide alternation of lectures, interactive sessions on cases, work on specific instruments, simulated construction of project interventions, verification and evaluation and empirical testing.

The training will provide the theory necessary to understand the specific characteristics of work inclusion plans for young people with intellectual disability as well as practical tools for specific work in this field.

The main tool for implementation of the pilot course will be the TIME@net handbook. The handbook gives to the trainers a general insight into the project and concrete contents (modules/course units). In addition, it offers specific objectives, contents, methods and approaches of training.

Emphasis will be given on the use of active and effective teachings methods, methods which enhance creativity, exchange of practical experiences, constructive and strategic solving problems.

Examples of methods, approaches and forms of work that ensure quality and effective learning process:

- **Ice breaking methods.** Methods for familiarising, overcoming tension, and learning about expectations, useful especially at the beginning of the training.
- **Brainstorming.** Brainstorming combines a relaxed, informal approach to problem solving with lateral thinking. It encourages people to come up with thoughts and ideas that can, at first, seem a bit crazy. Some of these ideas can be crafted into original, creative solutions, while others can spark even more ideas. This helps to get people unstuck by "jolting" them out of their normal ways of thinking. Therefore, during brainstorming sessions, people should avoid criticizing or rewarding ideas. You're trying to open up possibilities and break down incorrect assumptions about the problem's limits. Judgment and analysis at this stage stunts

idea generation and limit creativity. Evaluate ideas at the end of the session – this is the time to explore further solutions, using conventional approaches.

- **Mind mapping.** A mind map is a diagram used to visually organize information. A mind map is often created around a single concept, drawn as an image in the center of a blank landscape page, to which associated representations of ideas such as images, words and parts of words are added. Major ideas are connected directly to the central concept, and other ideas branch out from those.
- **SMART model.** Goals should be specific, measurable, attainable, realistic and timely. To reach that in the **goal setting** process we can use the **SMART** model described in the chart.

Figure 3. SMART Model for Setting Goals. Source: <http://ygraph.com/chart/2094>



- **SWOT analyses.** It is a useful technique for understanding your Strengths and Weaknesses, and for identifying both the Opportunities open to you and the Threats you face. The method gives useful insights. We can mitigate threats with opportunities and weaknesses with strengths.

Figure 4. SWOT analyses template. Source: <http://www.conceptdraw.com/How-To-Guide/picture/SWOT-Analysis-Matrix-Template.png>

SWOT Analysis Template <small>State what you are assessing here (This particular example is for a new business opportunity. Many criteria can apply to more than one quadrant. Identify criteria appropriate too your own SWOT situation.)</small>			
Criteria examples Advantages of proposition Capabilities Competitive advantages USPs (unique selling points) Resources, Assets, People Experience, knowledge, data Financial reserves, likely returns Marketing - reach, distribution, awareness Innovative aspects Location and geographical Price, value, quality Accreditations, qualifications, certifications Processes, systems, IT, communications	Strengths	Weaknesses	Criteria examples Disadvantages of proposition Gaps in capabilities Lack of competitive strength Reputation, presence and reach Financials Own known vulnerabilities Timescales, deadlines and pressures Cash flow, start-up cash-drain Continuity, supply chain robustness Effects on core activities, disruption Reliability of data, plan predictability Morale, commitment, leadership Accreditations etc
Criteria examples Market developments Competitors' vulnerabilities Industry or lifestyle trends Technology development and innovation Global influences New markets, vertical, horizontal Niche target markets Geographical, export, import New USPs Tactics: eg, surprise, major contacts Business and product development Information and research Partnerships, agencies	Opportunities	Threats	Criteria examples Political effects Legislative effects Environmental effects IT developments Competitor intentions - various Market demand New technologies, services, ideas Vital contracts and partners Sustaining internal capabilities Obstacles faced Insurmountable weaknesses Loss of key staff Sustainable financial backing Economy - home, abroad Seasonality, weather effects

- **World café method.** The World Café methodology is a simple, effective, and flexible format for hosting a large group dialogue. It is a structured conversational process intended to facilitate open and intimate discussion, and link ideas within a larger group to access the "collective intelligence" or collective wisdom in the room. Participants move between a series of tables where they continue the discussion in response to a set of questions, which are predetermined and focused on the specific goals of each World Café. A café ambience is created in order to facilitate conversation and represent a third place.
- **Discussion/ debate.** Promoting a successful discussion depends on correctly framing questions (Using Socratic Questioning).
- **Case Study Teaching Method.** It is based on the analysis of different cases, which are discussed during the session of training. Participants usually read the cases before the session and come prepared to analyze them during training.
- **Role playing.** Participants of the training look at the topic from the perspective of a character, which will affect and be affected by a chosen topic.
- **Pro et contra.** Using this method the trainer is only a moderator or a coordinator of conducted lessons. The trainer divides participants into two groups, a group of "pro" and a group of "contra". Both groups have the task to prepare the arguments for defending their positions. This way of teaching enhances the student's imagination and creativity, developing an autonomous and reflective thinking.

- **Work in small groups/pair work/teamwork.** These forms of work encourage cooperation, exchanging of experiences, enhancing new knowledge and critical thinking.
- **Peer Review.** Introductory-level courses can integrate the process of having students review and comment on materials written by their peers. Traditional peer-review exercises can also be modified with the addition of technological tools to facilitate the process. Students can write and review the writings of their peers online.
- **Self-rating strategy.** It is a tool for self-assessment, which gives us a clearer picture about how we function, what are our weaknesses and strengths and what we have to improve.

Identifying the needs and evaluation of the program

Before the course implementation a semi-structured questionnaire will be conducted through email aimed to identify participants' specific training needs in order to adjust the training program to the needs of participants.

The participants will have to do some exercises prior the seminar (e.g. description of their own best practices, problems they are facing with).

In accordance with monitoring the progress of implementation of the training, the participants will get evaluation questionnaires during and immediately after the program.

Great attention will be given on implementation of newly gained knowledge, skills and new tools also after the training – implementation into every day work - inclusion pathways for young people with intellectual disability. Thus participants will also receive evaluation questionnaires 2 months after the pilot course. In that way we will ensure the measurement of impacts of the course and obtain a good base for upgrading the manual.

References:

- <http://serc.carleton.edu/introgeo/gallerywalk/active.html>
- <http://www.theworldcafe.com/key-concepts-resources/world-cafe-method/>
- <https://www.mindtools.com/>
- <http://casestudies.law.harvard.edu/the-case-study-teaching-method/>

4. MODULES OF THE TRAINING COURSE

MODULE 1. THE TIME@NET MODEL

1.1. OUTLINE

This module has been thought to introduce the TIME@net system model to the learner. It is formed by the key elements from which the handbook has been developed.

1.2. AIMS

- To introduce the TIME@net project and its general framework.
- To define the TIME@net model.
- To introduce the key elements which form the handbook modules.

1.3. CONTENTS

Introduction

TIME@net is a project funded by European Union, which implies a design and implementation according to the requirements and principles of a specific call for proposal: Erasmus+.

In addition, TIME@net actions try to pursue the objectives of:

- Europe 2020 Strategy. The Union has set five ambitious objectives -on employment, innovation, education, social inclusion and climate/energy- to be reached by 2020.
- The model of human functioning and supports: **The support system model**, which will be explained in following modules, is the model chosen as theoretical framework of the project.

Trying to achieve all of these objectives, the two main project challenges are:

- The development of a model of training and work inclusion specific of **Young people with intellectual disability**,
- To **involve companies** since the beginning of the process.

The working model chosen by the partnership is called “**on-the-job training**”. This model is going to be defined in module 1. Its key elements will be explained in the module 2 (involvement of employing companies from the beginning of the process), module 3 (Competences evaluation) and module 4 (The construction of specific training pathways based on the needs of the person).

On-the-job training justification

The Commission states in the document “Proposal for a Council Recommendation on a Quality Framework for Traineeships”¹ the following: <<*a smooth transition from education to employment is crucial to enhance the chances of young people on the labor market... Guideline 8 on employment policies of the Member States calls on Member States to enact "schemes to help young people and in particular those not in employment, education or training find initial employment, job experience, or further education and training opportunities, **including apprenticeship**...>>.*

According to this proposal, European Commission will support:

- <<“open-market” traineeships, i.e. traineeships agreed between trainee and a traineeship provider (business, non-profit or government) without involvement of a third party...>>

Therefore, the project understands that this type of training is essential, not only for the employment of young people with intellectual disability, but also for the European Union 2020 Objectives. These are the most important reasons because this model of training has been chosen as a training integration model by the partnership and it will be fully explained in this handbook and validated in the next output of the project: the pilot course.

Concept of “on-the-job training”

Firstly, we would like to start clarifying the concept of “on-the-job training” and explaining the changes the partnership has made to this methodology to create a new and innovative working model useful to young people with intellectual disability: the TIME@net model.

¹ Council recommendation on a Quality Framework for Traineeship (Brussels, 4.12.2013. COM (2013) final. 2013/0431 (NLE)

On-the-job training is defined as the vocational training given in a normal work situation. It may constitute the whole training or be combined with off-the-job training².

Because the TIME@net objective is the development of work inclusion plans for young people with intellectual disability, the common on-the-job training methodology has been changed. To improve the process and make it more suitable for our target group it has been included:

- A strategic methodology to help professionals to contact and involve employment companies in the process.
- A specific evaluation and training methodology for young people with intellectual disability. It is complementary with on-the-job training. We have called it: “off-the-job” training.

In addition, the model has been thought to be flexible. It has been necessary to find a way to adapt the whole training process to the companies’ specific timing and needs. These requirements will be overcome by offering to the companies a very flexible training methodology: “A la carte training methodology” or “training on demand”, which consists of developing specific training actions for a job position offered by a company and following its requirements.

The final result is a type of training which reverses the process of labour integration of young people with disability. It would contact companies from the beginning of the process, developing the profiles that are needed for specific job and adapting the training of young people with disability to these profiles so that, in a maximum time of 6 months, they would be qualified to fill those jobs.

The uniqueness of the schematic resides in reversing the usual process: instead of training young people in various capacities and then finding them work, first determine the employment needs of the companies and prepare young people for a specific job. For this reason, we state that the participation of the company should be defined from the start of the program.

² Source: based on Unesco, 1979.

Therefore, the TIME@net model includes both the work with the person (competence evaluation and off-the-job training) and the work with the company (description of job profile, context evaluation and adaptation).

Finally, as we will see in the following modules, the process must be supervised by a tutor, who is going to offer ongoing support to the person and the company throughout the process.

Figure 5. Workflow inclusion actions. Source: IVAS and Universidad Politecnica de Valencia.



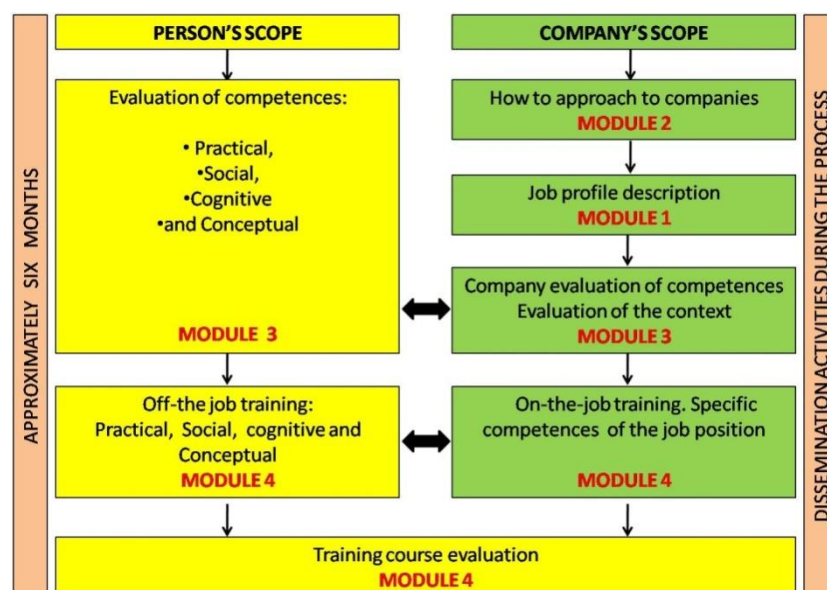
Phases

The TIME@net model is organized according to the following phases:

1. Finding a job position. The process starts when a company offers a job position suitable for a young person with intellectual disability. The company's approach may be done using the methodology developed in module 2.
2. The deal with the company. The next phase should be to come to an agreement with the company about the training and job hiring conditions.
3. Job description. Before starting the training process, it will be necessary to develop a job description (module 4)
4. Starting the training process. To this end, it will be necessary to design an individual training plan along with the company (module 3 and 4) and specific for the job offered by the company. It may include the following elements:
 - a. Which competences should be trained within the company (on-the-job training) and which using external resources (off-the-job training)
 - b. The gap between the competences the person has and the competences needed:
 - i. To start on-the-job training process
 - ii. To finish the whole training process.
 - c. The work conditions and requirements.

- d. Objectives, methodology, materials...
 - e. The professionals who are going to train each needed competence. In case the company decides that the trainer must be a worker/supervisor, it should be evaluated his/her competence to train young people with intellectual disability.
5. When the person has acquired the labour basic competences, on-the-job learning process can start. This training process is oriented to acquiring specific job competences. It should be supervised both by a tutor (the person who has been offering support from the beginning of the training pathway) as by the supervisor/colleague from the company. The role of both professionals is offering the needed support to allow the student the acquirement of the competences demanded by this specific job position.
 6. The training process itself will finish with a competence evaluation and the accreditation of the competences acquired.

Figure 6 . TIME@net model. Source: own elaboration



Finally, it is important to highlight the importance of the support on this TIME@net model. The support is considered a transversal essential activity which can be demanded by the company, family or person with disability throughout the whole training process. The intensity and length of the support will depend on the person and company needs and it should probably be needed for a long period of time.

1.4. DIDACTICS AND EXERCISES

This is a very theoretical unit. It can be used knowledge based learning methodologies: lectures, self-study, demonstrations and short-term activities.

1.5. REFERENCES

- TIME@net project (<http://www.timenet.eu/>)
- http://ec.europa.eu/programmes/erasmus-plus/index_en.htm
- http://ec.europa.eu/europe2020/index_en.htm
- Council recommendation on a Quality Framework for Traineeship (Brussels, 4.12.2013. COM (2013) final. 2013/0431 (NLE)
- Handbook Supported Employment. International Labour Organization (WASE)
- How to build an effective on-the-job training programme. Rob Wormley in articles. 2015
- “Managing Human resources in Clubs”. Robert H. Woods. Professor of University of Nevada.

MODULE 2. THE INVOLVEMENT OF EMPLOYING COMPANIES AT THE BEGINNING OF THE WORK INCLUSION PLANS

2.1. Outline

The best results and the best practices from many countries and regions all over Europe shows, when it comes to solve major social and health challenges in society, that a strong cooperation between private companies and public authorities/institutions or organizations is more and more the key to success.

The main objective is to solve the challenge and task of establishing a more open and easier access to labor market. Creating more jobs and diversity for young people with intellectual disability, requires indeed and might only be solved, by an effective and very strong cooperation, between social authorities, professionals in this particularly field and private/public companies at both local, regional and national level.

This module focuses on the key elements building up strong public/private partnerships aiming at the involvement of private/public companies at the beginning of the process and creating more jobs for intellectual disabled people.

The survey conducted by the Time@net project among different stakeholders (professionals and company people in partner countries) tells, shows, and points out some of the challenges and obstacles professionals need to be aware of before starting the process of *“involvement of employing companies at the beginning of the work inclusion plans”*.

One important result or message of the survey is that many professionals expressed a negative expectation, view and believe when it comes to the willingness and motivation of private companies to take part and contribute to solve this specific task. It is of course not conducive to the establishment of a future cooperation if one key partner has this attitude towards the other key partners.

This module shall contribute, among other things, to open up the mindset of the professionals by providing them with inspiration, good examples of the willingness among companies, if the companies are reached, contacted and informed in the right way. It is essential for the module that the trainees at the end of the day understand that solving these tasks need a strong strategy and initiatives to establish cooperation between private companies/authorities and professionals both local, regional and national.

2.2 Aims

- To present the trainees good practices and good stories to establish a positive and optimistic atmosphere among the participants about this specific task and challenge – showing that it is possible to create jobs on a big scale for young people with intellectual disability.
- To open up the mindset presenting the participants for a huge diversity of jobs for people with intellectual disability.
- To present the obstacles and challenges in creating jobs for intellectual disabled revealed in the Time@net survey and make it possible to the participants to discuss and find solutions to deal with these obstacles and challenges.
- To make sure that the participants become aware and understand very basic tools and how to use these tools step by step, to involve employing companies from the very beginning of the path/process, creating jobs for intellectual disabled people.

2.3. Contents

2.3.1. Inspiration

Inspiration 1.

It is important to create a good atmosphere about the program and contents from the very beginning of the course, bringing in some inspiration by:

- Establishing a common basic understanding among the learners/participants, that it is possible to build up a good constructive relation and a strong private/public cooperation, that creates and provides many jobs for young people with intellectual disability, if the right strategy is developed and implemented;
- Opening up the trainee's mindset, perspectives and experience of the diversity when it comes to job opportunities and job areas:
 - Show videos as good examples of established work opportunities and work areas employing young people with intellectual disability.
 - Teachers and learners present their own knowledge about good practices and good stories as inspiration to each other.
 - Examples of challenges of employers hiring people with intellectual disability.

- Group discussions:
 - What kind of inspiration did you get from the video – the stories?
 - Did you see some job opportunities you have never considered?
 - Can any of what you have seen be established/copied in your region/country?
 - How?
 - Why not?

Inspiration 2.

A national campaign for job-creation for young people with intellectual disability and other kind of disabilities called “The Job Caravan” has been going on for more than 2 years and has created 1.000 jobs for people with intellectual disability.

- To introduce the trainees to this idea/campaign as inspiration for the rest of the course and for their future work.
 - Group discussion.

Figure 7. Job-Karavanen initiative



2.3.2. Challenges and obstacles involving companies

The trainees/learners are presented to the most striking views and results of the surveys performed by the Time@net consortium in different partner countries and will have time for considerations, reflections and common discussions to learn how to deal with these challenges.

- Why do the results turn out the way?
- Can you recognize any of the statements and results of the survey?
 - By yourself,
 - In your organization?
- How to handle, deal and change the attitudes and views presented in the survey.

It is important that the trainees feel they are in a situation where they feel self-allowed and encouraged to express the challenges and obstacles to see and meet from their own daily practice and have the opportunity to share knowledge and experiences with professionals from other countries and traditions of solving problems.

2.3.3. Involvement of employing companies at the beginning of the work inclusion plans

Important subjects to be aware of:

- Social Marketing
- Private/public partnership
- Networking
- Contacting companies
- Corporate Social Responsibility (CSR)

Social Marketing

A short definition/explanation of the Social Marketing is *“using commercial concepts of marketing, knowledge and techniques for non-commercial purposes. (Campaigns against smoking – creating jobs for intellectual disabled people and more...)”*

- Share knowledge, experiences and good examples.
- Basic principles, roles and knowledge about good marketing.
- How to plan, build up and implement a campaign.
 - Small scale locally/regional;
 - Big scale nationally;
 - To carry out public events to raise awareness: Examples of public events as inspiration. Big and small events;
- Errors, mistakes and misunderstandings to be avoided – communicating private companies.

Private/public partnerships.

As private companies of all sizes have become more and more aware of the marketing value of having a clear and highlighted CSR strategy, it has become more and more common to

face and solve big community challenges and tasks in social and health areas by establishing private/public partnerships.

- Definitions of private/public partnership.
- What are the advantages/strengths of a private/public cooperation.
- Examples of social challenges solved by private/public partnerships.
 - Big national scale;
 - Smaller local scale.
- What does it take and where to start building up a sustainable private/public partnership aiming at this specific challenges and tasks?
 - On local level;
 - On regional level;
 - On National level.

It might be based or inspired by the some Danish experiences, due to the relative success private/public partnerships has had when it comes to create jobs for young people with intellectual disability in Denmark. Best experiences using the strength of private/public cooperation, solving major social and health challenges and the creation of jobs for young people with intellectual disability are presented in the publication:

“Current knowledge and experience of partnerships between public, private and civil society”, published by the Danish Social Board, Ministry of Social Affairs.

Networking

‘NETWORKING is the single most powerful marketing tactic to accelerate and sustain success for any individual or organization!’

“Adam Small”

To achieve the final target “*involvement of employing companies at the beginning of the work inclusion plans*” requires professionals who are very good at contacting and connecting to people from private businesses. It requires professionals having high competences in networking and knowing the fundamental rules of professional networking. This part introduces the importance of networking. In addition, it provides to the trainees with the opportunity to discuss and clear up what it takes to be a good networker:

- Why networking?
- What characterizes a good networker?
- How do you become a good networker?
- Where do you network most effectively according to this specific overall challenge?
- Who is the right person for networking?
- Who are the persons to involve with/network locally? Regionally? Nationally?
- Phases in networking.
- How to communicate when you network – and about what?
- When and how do you present your reasons for being there?

Things to reflect before contacting private companies:

- Your:
 - Language;
 - Attitude;
 - Dress;
 - Communication:
 - Listen and collecting their interests;
 - Ways of proposing collaborations.
- Kind of reflections that are important to do about companies and why before contacting them:
 - The size of the company – number of employees, number of square meters;
 - Location, distance – public transport;
 - Accessibility, toilets, stairs;
 - Sector, production methods;
 - Kind of activities/tasks which are possible to identify;
 - Dangers and risks.
 - The brand and corporation image – psychological work environment.
- Procedures and tools to be developed (questionnaires, brochures...)
 - Profile and graphic design of material contacting private companies.
 - Communication style and language;
 - Present illustrative examples of good communication.
 - Introducing the services you offer to the companies.

- Research of assistance and support to the work placement;
- Training for the tutors of the company;
- Advices and funding opportunities for the work placement, (Tax-reductions to hire people with disability).
- How to explain the most important characteristics of the young people with disability to private company people/non-professionals in the area of social and health.
- How to identify job offers/job opportunities in different companies/production areas that match young people with intellectual disability.

Corporate Social Responsibility

The Commission has defined CSR³ as the “responsibility of enterprises for their impact on society”.

There are many advantages for companies to develop CSR practices⁴: risk management, cost savings, access to capital, customer relationships, human resource management, innovation capacity...

To develop CSR, companies need to measure their negative impacts on society and, voluntarily, integrate social good practices into the company in order to reduce these negative impacts. One way to do that may be the hiring of young people with intellectual disability.

To understand the CSR concept, why and how companies may develop CSR through the hiring young people with intellectual disability could be an **opportunity** for professionals who are trying to integrate this group into the labour market.

In addition, the Commission intends to⁵: “Provide further financial support for education and training projects on CSR under the EU Lifelong Learning and Youth in Action Programmes, and launched an action in 2012 to raise the awareness of education professionals and enterprises on the importance of cooperation on CSR”.

³ COM(2011) 681 final “A renewed EU strategy 2011-14 for Corporate Social Responsibility”

⁴ European Competitiveness Report 2008 (COM(2008)774), and accompanying Staff Working Paper SEC(2008) 2853

⁵ ⁵ COM(2011) 681 final “A renewed EU strategy 2011-14 for Corporate Social Responsibility” 4.6. Further integrating CSR into education, training and research. Page: 12.

2. 4. Didactics and Exercises

The methodology proposed is multidisciplinary and integrated working methods as:

- Teacher presentation;
- Power point presentation;
- Discussion;
- Case study;
- Brainstorming;
- Mind mapping;
- Small group work sessions.

Dialogue-based education is the main methodology of this module. The presentation performed by the teacher, mainly using power point and the concrete material distributed to the participant before attending the course, has to be short. The introduction of the topic of the module must be done within 15 minutes. The teacher has to take care, allowing the participants to have time to ask and reflect on the different topics and activities. The lessons are focusing on how the participants can use the best practices/experiences, transforming their local or regional policy into an active strategy and which topics and steps they need to adjust to make a model they can use in their specific work.

2. 5. Good Practices

IVAS, through an Equal Initiative, developed a CSR methodology to recognize companies which were active on CSR and fulfilled several criteria (one of them was having the legal ratio of people with disability among the workforce). According to these criteria, companies were able to get a one-year label (certification) on CSR.

SERVEIS INTEGRALS LAFUENTE, S.L. is an industrial cleaning company that got the certification and started to work with IVAS not only in keeping this certification, but on the training and hiring of people with intellectual disability. Nowadays, SERVEIS INTEGRALS LAFUENTE, S.L. is still cooperating with IVAS and is one of the most important and helpful TIME@net stakeholder in Spain.

According to us, this is a good example to work closely with companies along the years, using the corporate social responsibility as a way of cooperation between private and public companies.

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MODULE 3. EVALUATION MODELS OF COMPETENCES.

3.1. Outline

The Key competences for lifelong learning are defined as a “combination of knowledge, abilities and attitudes, adapted to the context (e.g., globalization, new challenges and different needs). The basic competences are those needed by individuals for the personal realization and development, active citizenship, social integration and employment”. (2006/962/EC)

Beside the quest for critical competencies for sustainable development, there are two main reasons to pay attention to the assessment of such competencies:

1. To evaluate the effect of a certain learning setting in the field of education for sustainable development. The assessment of competence development as the main learning target is crucial to be able to compare different learning approaches and learning units.
2. To be able to analyse the individual demands and identify useful further educational methods, both aimed at the development of competencies for sustainable development, a comprehensive appraisal of the existing competencies and their value is needed.

3.2. Objectives

- To introduce to the participants the key competences in the context of the people with intellectual disability.
- To present to the participants tools for evaluation of the competences used for selection for a certain job.
- To present tools, aimed at generating personal profiles of people with disability.
- To introduce the requirements of the labour market for hiring and the view of the employers.
- To introduce the connection between the different types of education and the labour market.
- To present the good practices of evaluation of the competences.

3.3. Contents

Competence description

The competences are defined as a “combination of knowledge, abilities and attitudes, adapted to the context. The basic competences are those needed by individuals for the personal realization and development, active citizenship, social integration and employment”.

There are different classifications of competences. Largely it is difficult to completely separate them because of their mutual conditioning and connectivity, but their knowledge is essential for their evaluation and development.

Practical (professional) Competence

Description: Skills and abilities that result from the application of knowledge about the defined profession. The definition of professional competencies is directly related to the description of the job position.

Components of Competency-based job description:

- **Job title** – title that is used to refer to the employee’s position in the company;
- **Relevance of position** – statement about how the position supports the company (with its business plan and objectives);
- **Major responsibilities** – list of the main activities that the individual must undertake on a day-to-day basis;
- **Critical criteria** – standards and qualities that candidates must have in order to be considered for the job;
- **Preferred criteria** – qualities that the company would like candidate to possess but are not crucial in the day-to-day activities of the job;
- **Reports to** – who the manager/supervisor is.

Specifics:

- To understand the importance of labour relations;
- To understanding the characteristics of the company;
- Knowledge, skills and attitudes appropriate to the position held;

- Ability to communicate with colleagues and, if necessary, skills for teamwork, ability to work with clients;
- Ability to follow instructions and to perform labour operations of a predefined plan;
- Ability to motivation and desire for professional development and career advancement;
- Ability to take responsibility;

From the perspective of everyday coping skills practical concern:

- activities of daily living (personal care);
- healthcare;
- travel/transportation;
- safety;
- use of money;
- use of the telephone.

Social competence

Description: Social competence is the ability to achieve personal goals in social interaction while simultaneously maintaining positive relationships with others over time and across situations. These include personal, interpersonal and intercultural competence and cover all forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life.

Components:

- Understanding the codes of conduct and manners generally accepted in different environments;
- Relating to others;
- Communicating in different ways and environments;
- Feeling empathy;
- Conflict management;
- Coping with criticism;
- Cooperation;
- Respect;

- Effective communication in various social relationships;
- Social problem solving and decision making ability;
- Constructive resolution of conflicts;
- Accurate identification and understanding of the social cues/rules present in one's social environment;
- Self-control and self-monitoring of one's behaviour and how it impacts others;
- A belief in the capacity to influence one's social environment;
- Effective coping ability;
- Future-orientation, e.g., setting and working toward goals;
- Ability to initiate and maintain relationships.

Specifics:

- Greeting: saying hello and goodbye, shaking hands;
- Apologising, saying please and thank you;
- Small talk;
- Showing interest in the other person: asking questions like “how are you?”; asking questions about them, their life, etc.;
- Using the polite form in official settings (in the respective languages);
- Cultivating friendships: meetings, going out, going on dates, etc.;
- Being able to interpret facial expressions, gestures, their own feelings;
- Being able to express their own feelings appropriately, their opinion in a polite way;
- Being able to take part in an open discussion;
- Accepting other opinions, criticism;
- Letting others finish speaking;
- Be willing to cooperate with others;
- Respecting others.

Cognitive competence

Description: Cognitive competence is defined as the ability to perform adequately those cognitively complex tasks considered essential for living on one's own in this society. (Willis SL.(1996).

Components:

- **Perception** - Recognition and interpretation of sensory stimuli (smell, touch, hearing, etc.);
- **Attention** - Ability to sustain concentration on a particular object, action, or thought, and ability to manage competing demands in our environment;
- **Memory** - Short-term/working memory (limited storage), and Long-term memory (unlimited storage);
- **Motor skills** - Ability to mobilize our muscles and bodies, and ability to manipulate objects;
- **Language** - Skills allowing us to translate sounds into words and generate verbal output;
- **Visual and Spatial Processing** - Ability to process incoming visual stimuli, to understand spatial relationship between objects, and to visualize images and scenarios;
- **Academic and intellectual achievement.** Include the ability to use logic, analytic thinking, and abstract reasoning.

Specifics:

Abilities that enable goal-oriented behaviours such as the ability to plan and execute a goal.

These include:

- **Flexibility:** the capacity for quickly switching to the appropriate mental mode.
- **Theory of mind:** insight into other people's inner world, their plans, their likes and dislikes.
- **Anticipation:** prediction based on pattern recognition.
- **Problem-solving:** defining the problem in the right way to then generate solutions and pick the right one.
- **Decision making:** the ability to make decisions based on problem-solving, on incomplete information and on emotions (ours and others').
- **Working Memory:** the capacity to hold and manipulate information "on-line" in real time.
- **Emotional self-regulation:** the ability to identify and manage one's own emotions for good performance.

- **Sequencing:** the ability to break down complex actions into manageable units and prioritize them in the right order.
- **Inhibition:** the ability to withstand distraction, and internal urges.
- The ability to develop and apply the cognitive skills of self-talk, the reading, understanding the perspective of others, understanding behavioural norms, a positive attitude towards life, and self-awareness.
- Abilities to gain meaning and knowledge from experience and information.
- Ability to think about new information, process and speak about it and apply it to other, previously acquired information.
- **Working memory** - following instructions sequentially and holding information in mind while engaging in another activity
- **Self-concept** - a stable positive identity.

Conceptual competence

Description: ability to identify patterns or connections between situations that are not obviously related, and to identify key or underlying issues in complex situations. Abilities which allow a person to visualize concepts, see patterns, understand abstract ideas, solve problems, formulate processes and understand how systems, programs and ideas interrelate. These skills are often viewed as an essential requirement for management. Conceptual competences including both cognitive and meta-competences.

Components:

- Rule-based, abstract knowledge about an entire domain.
- **Future orientation** - thinking about the potential consequences of one's behaviour and choices.
- **Planning** - having a goal and using reasoning to develop a strategy.

Specifics:

- language and literacy;
- money,
- Time management;
- Number concepts;
- Self-direction.

Physical context evaluation

For evaluation of the key competences for work inclusion of a person with intellectual disability, it is important to evaluate the Physical Context of the work place related to its requirements. The physical context includes its location, environmental condition (temperature, lighting, noise level), physical health and safety requirements.

Context Evaluation: investigating how a plan or programme will operate in a particular environment. Physical context evaluation of intellectually disabled persons gives information how the work environment influence on them.

Context Evaluation provides information for the development and evaluation of mission, vision, values, goals and objectives, and priorities of the work inclusion plan:

a. Purposes:

1. Define the characteristics of the environment.
2. Determine general goals and specific objectives.
3. Identify and diagnose the problems or barriers which might inhibit achieving the goals and objectives

b. Tasks:

1. Define the environment, both actual and desired.
2. Define unmet needs and unused opportunities.
3. Diagnose problems or barriers.

c. Methods:

1. Conceptual analysis to define limits.
2. Empirical studies to define unmet needs and unused opportunities.
3. Judgment on barriers and problems.
4. Judgment on desired goals and objectives.

For support of physical context evaluation of disabled people, it is important to evaluate the specific characteristics of the disability and find the relation with certain work environment.

For this, it is necessary ICF assessment tools. The checklist of major categories of the International Classification of Functioning, Disability and Health (ICF) of the World Health Organization is a practical tool to elicit and record information on the functioning and disability of an individual. This information can be summarized for case records and to be used to support employment and social inclusion of young people with intellectual disability. ICF tool gives qualified evaluation of different important categories related with physical context as:

- Impairments of body functions;
- Impairments of body structures;
- Activity limitations & participation restriction.

For further information: <http://www.who.int/classifications/icf/icfappttraining/en/>

Specific evaluation carried out by professionals

Evaluation methods

Professionals (psychologists, special educators, social workers, counsellors...) may have several different purposes of evaluation:

- Analysis of the degree of intellectual disability (ID) - account to what extent IDs have limited the development of competencies; wanted Missing and underrepresented competencies.
- Analysis of resources for full social inclusion and independent living - here the focus is on strengths, well developed, or the potential to develop skills that would help to people with ID to cope alone with the tasks of their everyday life.
- Analysis of educational needs in terms of lifelong learning - are evaluated educational attainment and opportunities for optional forms of education. Here the emphasis is on the extent of learning skills, motivation and seeking the most effective forms of learning.
- Analysis of professional orientation - the main question here is "What professional field is the best to achieve the competences? Consider the possibility to make the most appropriate combination of the strengths of the particular person with ID and occupations to which to focus.

The main methods of evaluation are: interview, tests, surveys, analysis of the available documentation on the case, assessment centre, which are described in more detail below.

Other methods which might be applicable according to the professionals of the entity:

- Interviews with parents, guardians or other representatives of the family with who he/she lives - this method is extremely useful as it gives valuable information about everyday habits, the degree of independence and competence. Parents are an important source of information about how people change over time and what his/her interests and needs are. These conversations help a full analysis of the case, enriched with different perspectives. The key here is the assessment of the degree of support they receive from their relatives.
- Interviews with teachers, mentors and coaches. These can gather useful information about learning styles of individual motivation and strengths in the context of lifelong learning.
- Interview with former employers - if the evaluated person has already had some work experience, this information would help analyse the strengths and weaknesses in the context of employment and to provide a starting point for overcoming the difficulties encountered.

Tips and tools for professionals

The assessment of key competences of young people with intellectual disability is a complex process needed of special attention and skills by professionals. There are some specific rules and tips that the professionals doing assessment have to be aware:

1. What do we need to know about disability?

The intellectual disabilities have some limitations can affect cognitive, emotional and social functioning and they may be temporary, recur episodically, or be long-lasting.

Functional limitations associated with intellectual disabilities can vary from mild to severe and may fluctuate in time. The professionals have to be aware not only about limitations but also about well-developed abilities of intellectual disabled persons. One important issue

is how to **deal with stress and anxiety of disabled persons during the evaluation**: Excessive anxiety, including anxiety about assessment performance, about the interpersonal nature of the evaluation (for example, group assessment), or as a side effect of a medication can affect a person's performance in an assessment.

2. What information or professional documentation is needed?

People with intellectual disability are the first source of information about their functional limitations and the accommodations that are useful to them. Professional documentation should reflect the person's current level of functioning. If a long period has elapsed since the documentation was produced, or if there is uncertainty about whether new documentation is needed, the person may be asked to return to a specialist to see if a new assessment should be conducted.

Typically, the professional documentation should include:

- A description of the nature and extent of the functional limitations resulting from the disability;
- An interpretative summary of test results if applicable;
- The current effects of any medication being taken, if applicable;
- A description of any accommodations that the person is using, has used or could benefit from.

Having this information from the professional allows for a description of the person's current strengths and limits with implications for assessment accommodations.

3. What are the key elements to consider?

When determining assessment accommodations for persons with mental health disabilities, the following three elements should be considered:

- 1. The nature and extent of the person's functional limitations must be clearly understood.**
- 2. A thorough knowledge of the assessment tool to be used is required.**
- 3. Knowledge of the qualification being assessed is essential.**

Considerations include:

- What qualification(s) is (are) assessed by the instrument? It is knowledge, abilities/skills...;
- Aptitude or personal suitability? How is it defined?
- Is there a speed requirement?
- Does the level of the qualification assessed reflect the job requirement?

Specifics of evaluation carried out by employers.

There are different groups of methods that employers could use as an assessment tool for evaluation of the key competences of young people with intellectual disability.

- **Review of documents** – through this method the employers or HR specialists make a review of all supporting documents that the person with disability has to present related to his/her knowledge and experience. These documents could be: educational documents – diploma, certificates, exams result; References – from teachers, career consultants, employers; CV, etc. It is important to identify the key competences and personal strengths during the review of the documents.
- **Assessment centre** – An assessment centre is a process in which more than one assessor using multiple techniques evaluates several different competencies of potential or existing employees. These techniques include paper-and-pencil inventories, interview and role plays and simulations. The assessment centre usually includes different assessment methods to evaluate the key competency level and job performance of the candidates:
 - Aptitude tests (numerical and/or verbal);
 - Personality questionnaires or checklists;
 - Job tasks simulation;
 - Group exercises;
 - Individual presentations;
 - Individual and group feedback;
 - Self-evaluation;
 - Interview.

The interview is very useful instrument for the evaluation of candidates for job or training. For assessment of key competences and capacity for work inclusion of young people with intellectual disability the most effective interviewing method is competency focused interview. Competency interview questions (also referred to as situational, behavioural or competency based interview) are a style of interviewing often used to evaluate a candidate's key competencies, particularly when it is hard to select on the basis of technical merit. Conventional job interviews may focus on questions relating to an applicant's past or previous industry experience, but this is an ineffective tool for young people who are not expected to have any former experience in the industry they wish to work in. Instead interviewers will ask questions that require candidates to demonstrate that they have a particular skill or a key competency the firm is looking for. Candidates will be asked to do this using situational examples from their life experiences, to illustrate their personality, skill set and individual competencies to the interviewer.

There are some specifics in interviewing people with intellectual disability. Most people with an intellectual disability don't WANT you to ask them questions about disability. During the interview you don't have to treat them differently just because of that. Applicants with disability, like all other applicants, must be able to meet the employer requirements for the job (such as education, training, experience, skills, or licenses) and perform the essential functions of the job. But how can the employer find this out without violating the sometimes confusing rules? By remembering one basic rule: ***"You can ask applicants about their abilities, but not their disabilities"***.

The employer may ask the applicant to describe or demonstrate how this task would be performed, even if other applicants do not have to do so. The employer could ask the applicant to demonstrate how she/he would perform this function. The applicant can describe or demonstrate how she/he would do it.

During the interview of young people with intellectual disability can be used different additional methods as: case discussions, presentation of examples from real job tasks, practical exams for implementation of certain work operations (for example: cutting paper, packaging boxes, ordering different materials...) related with the specific job description.

IMPORTANT! During the interview; it should be used an individual approach in communication with young intellectual disabled people. The interviewer must have information in advance about the level of disability of the interviewed person. The interview could be a very useful method for motivation of intellectual disabled people for work and social inclusion. During the interview, youngsters have to be supported to realize what their strengths and well developed key competences are and to believe that they could be implemented in a real work environment.

- **The Observation is a very powerful instrument for evaluation of the key competences of young people with intellectual disability.**

For practical subjects, this is the most obvious form of assessment: watch someone doing something to see if they can do it properly. This method could be used for assessment of practical skills, which can be demonstrated by performance. For any area in which performance itself is not enough, direct observation needs to be supplemented by other methods.

It is necessary observation to be implemented through an action plan with specific evaluation indicators. The data has to be correctly registered in order to allow objective analyse.

Direct Observation allows the employers to see the behaviour of intellectually disabled employee in the real work environment, the way of work with tools and equipment are used, interrelationships with other workers, and complex adaptation in the job. Direct observations are useful when jobs consist of mainly observable physical activity as opposed to mental activity. A potential problem with direct observations is reactivity, which is where workers change what they normally do because they are being watched. Managers often use direct observation and interviewing together.

- **Questionnaires and Tests - Questionnaires and Tests are the most usual assessment tools.**

For evaluation of the key competences, the employers usually use different types of competence questionnaires and check lists. Competence questionnaire is a set of questions which are designed to analyse an individual's key competence in a particular field. This is usually done to assess the competence and productivity of employees in an organization.

Competence questionnaire includes different type of questions that require candidate/employee to provide real life/working examples as the basis of their answers. Candidates/employees should not talk in broad terms, be too general or use their imagination when replying to the questions in a Competence Questionnaire. Instead, candidates should use specific situations from their life/working experience as examples when replying this type of behavioural questionnaire.

As nature of the Jobs totally vary from one to another, its compulsory requirement to use separate questionnaires to measure the specific key competences related to a certain job.

To evaluate the key competences of young disabled people through questionnaires and tests is very important to be sure that they understand very clear all questions and they don't have any difficulties to give response of any of the items. Very often young people with intellectual disability have difficulties in reading and writing. In this case they have to be assisted during the testing process.

3. 4. Didactics and Exercises

- Presentation and discussions in a small group about the different evaluation methods and their application from specialists and employers.
- Discussion groups to analyze job descriptions. Samples of job description will be analyzed from students and they will develop an evaluation model for a certain position.
- Document review simulation – in small discussion groups, students will make a review of sample documents related with the key competences evaluation of the target people.
- Job interview role-play game – the participants will be divided in couples and will simulate the job interview method.
- Practical exercises with assessment tools – Evaluation simulation with different tools like: Competence Questionnaires, Personality tests, ICF tool.

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MODULE 4. THE CONSTRUCTION OF SPECIFIC TRAINING PATHWAYS BASED ON THE NEEDS OF THE PERSON

4.1. Outline

This module develops an innovative training methodology as a key tool to integrate young people with intellectual disability in the ordinary labour market.

The TIME@net model consists of a double training methodology:

- Firstly, a training methodology based on the support system and basic competences model is explained. According to this model, the basic competences are: practical, social, cognitive and conceptual. This methodology is named off-the-job training.
- Secondly, an innovative training methodology which implies the active participation of the private companies is explained (on-the-job training)

The module also explains four transversal concepts which offer added value and complement both types of training actions: the work inclusion plan evaluation, the transition stage, the role of the family and the transversal dissemination of the work inclusion actions.

4.2. Aims of the module

- To distinguish the key labor competences that young people with intellectual disability need to be integrated into the labour market.
- To learn a methodology (off-the-job training) to teach this key competences to young people with intellectual disability.
- To learn how to implement “On the job training” methodology in a work inclusion plan.
- To learn the most important criteria to carry out a work inclusion plan.

4.3. CONTENTS

4.3.1. Off-the job training

The methodology proposed in this section aims at improving the vocational competences of young people with intellectual disability during three different periods of their formative process:

- Training at the beginning of work inclusion plans;
- Support of “on-the-job training methodology” (period of apprenticeship)
- Ongoing and long-term support once person has started to work.

To carry out this “off-the-job” training, the project proposes to use the methodology developed by “The adaptive skills integrated assessment-instruction-evaluation system” formed by three complementary instruments which objective is to evaluate and intervene in the field of adaptive skills of people with disability:

- Inventory for client and Agency planning (ICAP) (Bruininks, R.H., Hill, B.K., Weatherman, R.F., and Woodcock, R.W, 1986).
- Adaptive living skills curriculum (ALSC) (Gilman, C.J., Morreau, L.E., Bruininks, R.H., Anderson, J.L., 1991)
- Checklist of adaptive living skills (CALS). (L.E. Morreau y R.H. Bruininks).

In addition, ALSC offers some training guidelines which might be taken into account when training pathways for young people with intellectual disability are developed.

Adaptive living skills curriculum (ALSC)

ALSC is a wide curriculum of 841 training activities. It includes recommendations about strategies, activities and performance levels to train the specific skills necessary for an everyday life. It is formed by 4 areas: a) Personal living skills; b) Home living skills; c) Community living skills and d) Employment skills.

From these 4 areas, it is considered that the two more relevant ones for the vocational training of young people with intellectual disability are Community living skills and Employment skills:

- **Community living skills⁶.** The objective of this area is to teach skills related to the promotion of the participation in the community. It is composed, in turn, of 7 modules: Social interaction, Mobility and travel, Time management, Money management and shopping, Community leisure, and Community participation.
- **Employment skills⁷.** The objective is to teach the skills necessary in contexts related to employment. It is composed of 4 modules: Job search, Job performance and attitudes, Employee relations and Job safety.

The strategies used in the teaching units are designed to promote the acquisition and mastery of skills, the start of a task on his/her own initiative and its application in different natural contexts.

Training guidelines for young people with intellectual disability according to the Adaptive living skills curriculum (ALSC)⁸

Once the evaluation of competences explained in the module 3 of this handbook has been accomplished, the following training guidelines for young people with intellectual disability are proposed:

- **To determine the needs in terms of education.** To select just a few needs (between two and five), giving preference to those more relevant to thrive in the community or for their labour integration.
- **To select the training objectives.** The objectives should be individualized for each student, reformulating them as many times as needed.
- **To study the levels of performance.** It must be determined the minimum levels of performance from which it is considered that a person masters a skill. In addition,

⁶ [Adaptive Living Skills Curriculum \(ALSC\)](#) 2009. Gilman, Morreau, Bruininks, Anderson, Montero, Unamunzaga (Spanish version Pages 35-37).

⁷ [Adaptive Living Skills Curriculum \(ALSC\)](#) 2009. Gilman, Morreau, Bruininks, Anderson, Montero, Unamunzaga (Spanish version Pages 37,38).

⁸ [Adaptive Living Skills Curriculum \(ALSC\)](#) 2009. Gilman, Morreau, Bruininks, Anderson, Montero, Unamunzaga (Spanish version Pages 39-53).

it must be defined the criteria to be used to establish that the skill achieves a generalized outcome.

- **To select the learning environment.** Different environments should be analyzed in order to determine which is the most consistent with the everyday routine of the young person with intellectual disability. For example, in his/her home or job position.
- **To select the teaching material.** It is about using the objects necessary for teaching or developing a skill from among those which belong to the person's natural environment.
- **To determine the preparations necessary prior to the teaching.** To review the daily and weekly person's activity programming in order to plan the teaching sessions on the occasions and places which it is expected the task to be accomplished.
- **To select the teaching concepts.** Each unit must include a list of words or phrases that represents key concepts. The vocabulary is being introduced during the training session based on his/her level of development and relative capacity to function autonomously. It is recommended to use verbal and non-verbal methods (demonstrations and drawings).
- **To select the questions for the general explanation.** Each teaching unit should include questions that can be used to start a conversation that allows us to underline and raise awareness over the importance of this skill in the person's daily life. The questions must be modified depending on the communications skills, cognitive capacity, age and experiences of the person to whom the training program is addressed.
- **To select the training activities.** Activities need to be selected according to the person's ability level which starts to raise difficulties to the person. The person's characteristics (age, mobility) must be assessed when choosing and adapting activities.
- **To implement the selected training activities.** It can be done adaptations such as:
a) To reduce or extend the training sessions; b) To choose another person to teach;
c) To modify the sequence of activities; d) To adapt the material or equipment used; e) To reduce or increase the complexity of the task; f) To formulate in a different way the guidelines provided to lead the person and g) To change the support provided for having the task done.

- Finally, we would like to draw the attention that this training methodology is based on an ongoing sequence of teaching-learning phases (system of assessment-training-evaluation) as illustrated in figure 9.

Figure 8. Training recommendations. Source: [Adaptive Living Skills Curriculum \(ALSC\)](#)

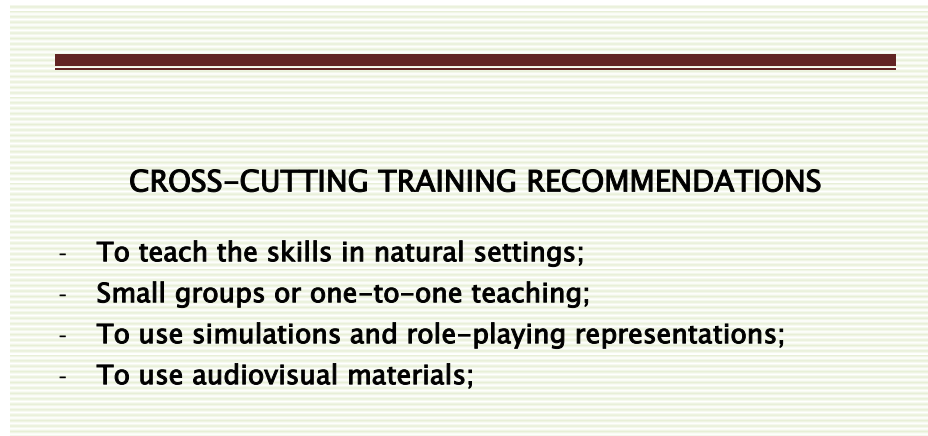
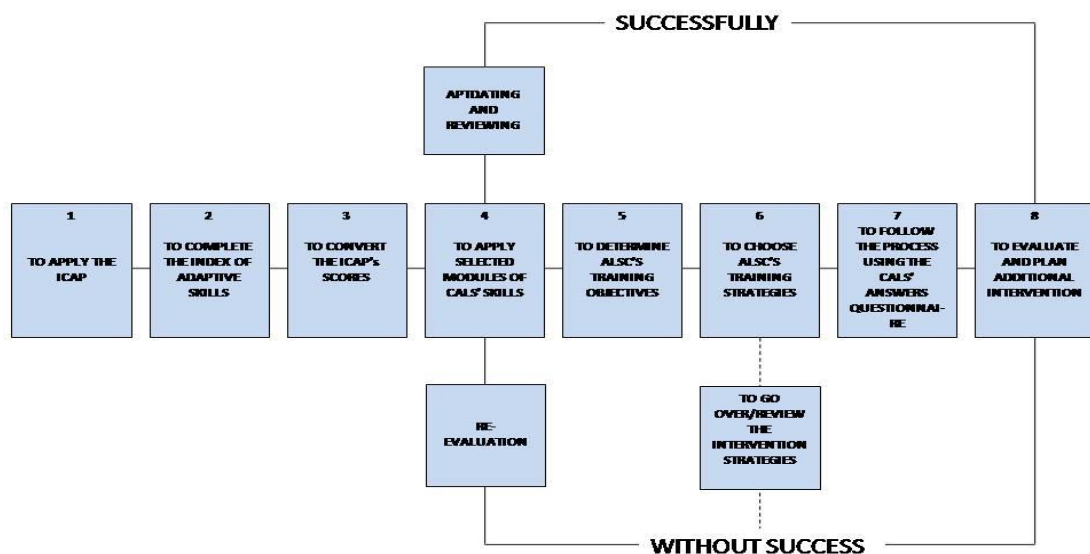


Figure 9. Sequence of phases when the system of Assessment-training-evaluation is entirely implemented⁹.



⁹ [Adaptive Living Skills Curriculum \(ALSC\)](#) 2009. Gilman, Morreau, Bruininks, Anderson, Montero, Unamunzaga (Spanish version Page 29).

4.3.2. On-the-job training

Introduction

As it was stated in the module 1, on-the-job training is defined by UNESCO as the vocational training given in a normal work situation. It may constitute the whole training or be combined with off-the-job training.

It is a competence-based and vocational learning process (**traineeship**) in which young people with intellectual disability are placed in a real job position being able to have a real work experience. During this period of time (no more than 6 months), the person with disability will be trained by a company professional (coaching) and by his/her tutor. The competences trained through this methodology are specific of a given job position.

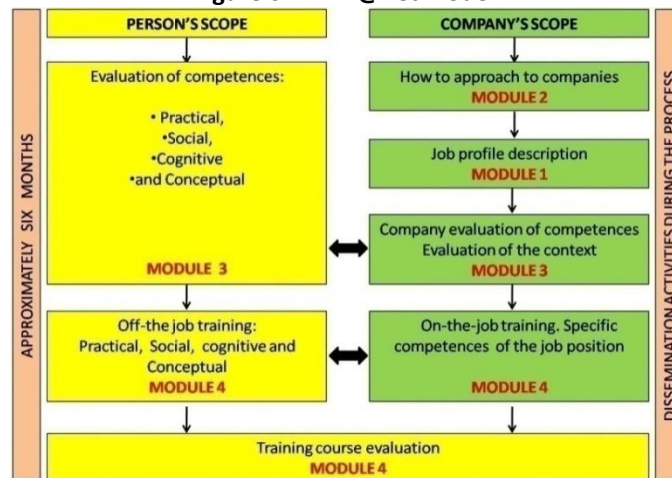
The implementation of this training methodology requires the mastering of several concepts and skills by the professionals which we present in the following sections.

How to develop effective on-the-job training processes

The phases of this training methodology were explained in the module 1. This section deepens three elements which were already outlined in module 1:

- The training methodology,
- The job description,
- Evaluation of the process (final evaluation)

Figure 6. TIME@net model



On-the-job training methodology

As it was mentioned in module 1, it will be necessary to develop a personal programme for each young person with intellectual disability who is going to take part in a training pathway. The idea is offering the needed supports to allow him or her to achieve a real labour integration.

Having stated the importance of taking into account the particularity of every person (competences and context), it could also be very useful for our professionals to offer them a clear on-the-job training methodology to be used as a guide.

TIME@net has developed its own methodology partially based on the phases and key elements of the methodology recognized for the “International Labour Organization” and “World Association for supported employment” and explained in the “handbook supported employment”.

According to this handbook, other documents studied and the experience of the partnership, it is proposed a methodology in which the intensity of support provided depends on the person individual situation and improvements. This methodology consists of different key elements:

- Competence evaluation: explained in module 3.
- Competence training: explained in this module.
- Job finding: explained in module 2.
- Job description: explained in this module.

- Job matching: comparing the information acquired from the job description and the competence evaluation to proceed to start the training process: off-the-job and on-the job training.
- Job (re)design: understood by TIME@net model as the “person’s context”. The context evaluation is explained in module 3 and its training is explained in this module.
- Job coaching. Company trainers should have specific coaching competences oriented to the training of young people with intellectual disability.
- Ongoing support: explained in this module.

Unfortunately, the TIME@net model is not considered a lineal process which would start with a competence evaluation, would continue with a competence training process and would finish with the labour integration. On the contrary, It is understood as a circular process where the person with intellectual disability would move from one key element to another, going back and forward, and needing ongoing support from the professionals.

In addition to this point of view, Joseph Molnar and Brit Watts (2002) state several key elements about this training methodology which may add important information to what has been explained so far.

According to these authors, having some general skills before learning the job is critical in the workforce development. Without doubt, this is a key element in our TIME@net project. This is the reason why a competence evaluation has to be carried out at the beginning of TIME@net training pathway. By doing so, it will be able to determine the basic labour competences needed prior to start the work placement. This competence training (off-the-job) is understood by the project as compulsory and may be taught according to the methodology explained in this module.

On the other hand, about the role of the trainers, Joseph Molnar and Brit Watts state the following:

- *<<On-the-job trainers are experienced employees...,*
- *Trainers tend to tolerate a trainee that has the general job skills, if not they feel frustrated...,*
- *Trainers rarely receive the skills needed to train properly...>>*

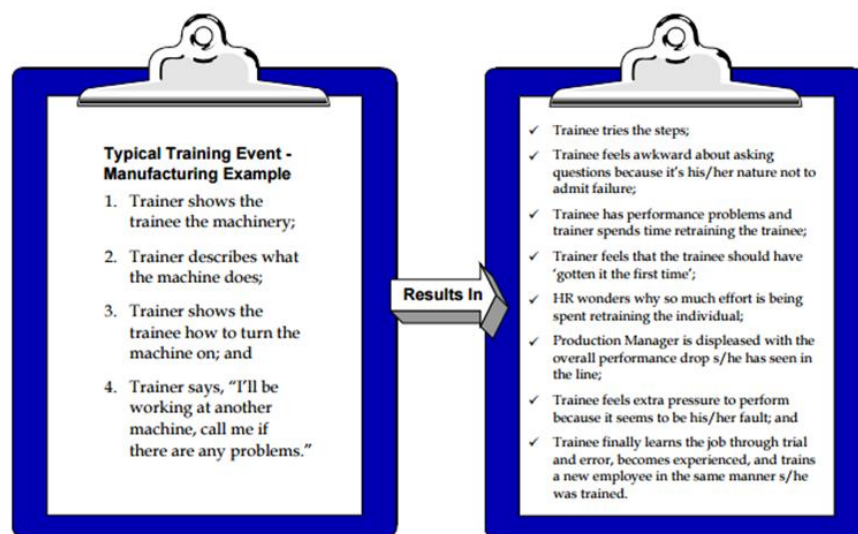
It is essential to highlight the importance of correcting this lack of competences of the on-the-job professional trainers. TIME@net tutors should take into account this issue, planning and providing ongoing supports to company's professional.

In addition, the support system model (the theoretical framework of the project) and the TIME@net model highlight the importance of the ongoing supports in this process. Supports are a key element in our working model and they are designed to be:

- Offered to both learners as trainers; both disabled people as companies.
- Lifetime support. The supports must be planned from the beginning of the training process, be stronger at the beginning, be gradually reduced, but be ready to be offered again when it is needed.

To finish with these authors' point of view, it is showed a training event example which may be considered very useful for our professionals:

Figure 10. Example of typical training event. Source: Joseph Molnar and Britt Watts. Structured "on-the-job training". Effectively training employees with employees.



Job description

The job description is a key phase of the TIME@net system model because allows the professionals to establish the objectives and contents of the training programme.

To start the development of the job description, the TIME@net professionals should thoroughly study the job offered by the company identifying in detail the work task involved. The job has to be divided into smaller tasks in order to facilitate the training programme.

The job description is a document which should include:

- Job name
- A brief description of the job
- Daily, weekly, monthly and annual tasks
- Responsibilities
- Competence requirements
- Performance standards,
- Country or European certifications available linked with this job position (essential to be used to compare with this job position and to offered to the learner a future certification)

To accomplish it successfully, it will be necessary:

- To make an evaluation of the job position in situ visiting the company as many times as needed.
- To carry out interviews, brainstorming sessions and discussion groups with experts, colleagues and supervisors.
- It is highly recommended to spend some time in the workplace and perform the most frequent tasks.

Key success factors

We would like to finish this part by offering some tips which may be useful to build an “on-the-job” training programme:

- To sign a traineeship agreement with the company: learning objectives and tasks, rights and duties, tutor functions and learning planning, working conditions, safety measures...
- To provide a meaningful and solid learning context and the identification of the specific skills to be acquired.

- It is highly recommended to have a wide network of companies willing to participate in the project as suppliers of employment.
- A certification by the traineeship provider or/and the business of the skills acquired.
- Cooperation among social partners: NGOs, Trade Union, employers associations, employment agencies.
- Traineeship should last no more than 6 months.
- To explain the benefits for the employers: to promote attitudes, identify skills and potential of young people with intellectual disability, to improve knowledge and links with your community...
- To modify the context¹⁰:
 - Develop job or processes instruction in an easy-to-read language.
 - Making facilities accessible (constructing wheelchair ramps, widening isles, raising a cashier station on blocks for a person in a wheelchair, and so on)
 - Restructuring jobs (eliminating nonessential functions in a job)
 - Modifying work schedules (to allow for medical appointments, for example)
 - Modifying equipment or acquiring special equipment necessary for disabled individuals to perform essential job functions.

4.3.3. The work inclusion plan evaluation

As we have stated earlier, the TIME@net training model is a complex methodology based on the support system model, trying to involve private companies since the beginning of the process.

All these complex systems need many resources to implement the actions and achieve the objectives. Therefore, it is highly recommended to establish an evaluation methodology which will help us to improve the process and know if we are achieving the objectives.

Having stated the importance of the evaluation, we propose a methodology based on three criteria:

- Satisfaction of companies, entities and trainees.
- Training outcomes: acquired competences.

¹⁰ Based on: "Managing Human resources in Clubs". Robert H. Woods. Professor of University of Nevada

- Evaluation of the added value of the different elements of the process.

To do that, It will be essential an ongoing and transversal evaluation of the objectives, actions and supports given to the person; taking into account the following:

- Every training action should be separately evaluated (learning process and outcomes). It should be evaluated the training methodology, outcomes, acquired competences and possibilities to get an official certification, having in mind that the young people with intellectual disability is the center of the process.
- A measure of achievement degree of the objectives agreed with the private company at the beginning of the process: working conditions, wages, labour hours, accomplished tasks, context adaptations.
- Is the company satisfied with the outcomes and the process? Items to evaluate: trainee performance, the training process and the ongoing support provided by the entity.
- Young people with intellectual disability satisfaction: is the kind of job you wanted to do?, do you like taking this course?, what do you like best and least?, labour hours, labour climate...
- Adaptation done by the company or the entity to this specific job position (environmental context): welcoming program; physical adaptations (lighting conditions, noise levels, working space); documents, procedures or protocols created or modified; stress levels or medical examinations.

We cannot forget that our ultimate goal is the labour integration of our target group in the company where they have been learning. Barriers and facilitators should be periodically evaluated.

4.3.4. The role of the family

Parents have a great influence on the development of their children's values. They are primarily responsible for the long-term planning of youth with intellectual disabilities and those who are more prepared set real professional goals for their children and provide them the support they need to reach their goals.

For this reason, it is very convenient for the professional to work with parents from two perspectives:

- a) Sensitizing them on their fundamental and unique role in the process of employment integration of their child.
- b) Showing them the proper methodology so they can teach their children the skills necessary for finding a job.

But parents of young people with disabilities cannot be considered as a homogeneous group. Not all parents have the same attitudes and capabilities. Nor do we think that we are going to receive the same commitment or investment in time from all of them to contribute to the employment integration of their son or daughter.

For these reasons, working with parents requires excellent planning. Professionals must plan intervention with parents in the same way as with young people with disabilities, providing the individual support they need.

This circumstance means that the work of professional with each family unit must have its own individual plan of action with objectives, methods, actions, and evaluation criteria.

Even being aware of this singularity, we dare to propose some ideas of how professionals and parents can work together:

- Almost all authors agree that communication is one of the most important job skills. Parents can often contribute to the youth learning these skills at home. For example, you can film with a camera as the youth gives instructions on how to use an electrical appliance and then parents, professionals, and the child can review the recording together.
- Some household tasks can help improve the job skills of young people. For example, we can assign a small salary to routine household tasks, turning it into their "paid work." It may be indicated that you clean and scrub the house with a set schedule. Having learned this task, the person may be asked to learn to use chemical products. Their remuneration could be established monthly, depending on the quality of the tasks and acquired skills.
- You can teach and educate parents on the right of the young person to decide what profession they would like to learn, their limitations, and the skills that, with probability, they can develop.

- Meetings with compulsory education teachers can be kept to determine what competencies linked to the world of work can be reinforced at home and how to acquire them with the help of parents.
- Planning accessible transportation routes from the home to various points in the town where future work could be found.
- Volunteer actions. An employment insertion route may include the young person with an intellectual disability performing volunteer work. Volunteering is a way of integrating the person in the community to improve their quality of life¹¹; moreover, it helps them acquire some skills which may be very useful for finding a job. Some guides¹² and websites have information that may help professionals to efficiently manage volunteering. The following recommendations appear quite frequently in the documents consulted:
 - Ask the associations, local authorities... what volunteer activities are available and what competencies are needed to carry them out.
 - Try to perform volunteer action in a different context from that with which the student is usually associated.
 - Train the entity volunteers responsible for training.
 - Detail the actions to be undertaken by the volunteer in writing, in clear and simple language.

The creation of a guide with this information and local resources can be an interesting way to inform and involve parents in the employment integration of their son/daughter.

Other ways to involve parents in the process are the creation of parent support groups, weekend family meetings, open house days, sports days, workshops, and talks on careers or company visits.

4.3.5. Dissemination activities

Many companies and part of our society are not yet aware of the importance of integrating young people with disability into the labour market.

Schalock, R. & Verdugo, M.A. 2006, considered volunteering as a technique for improving the quality of life

¹² Volunteering England offers numerous resources and guides on its website:

<http://www.volunteering.org.uk/component/gpb/disabled-people>

The Guide "Stepping Forward:" "Including Volunteers with Intellectual Disabilities" shows what people with intellectual disabilities can do as volunteers.

To develop new dissemination tools and actions like public events, videos, brochures, social networks, interviews with employers...guides, adaptations, protocols) where it is explained the process, the training methodologies, the outcomes or companies satisfaction could be very useful actions to involve other entities and private companies in new future work insertion plans.

4.4. DIDACTICS AND EXERCISES

While this module poses in a general way the key elements that practitioners should take into account when they want to design a work inclusion plan, it offers some freedom to professionals and teachers to adapt all the elements to the needs of the person and the context in which he or she operates.

This circumstance creates a host of educational activities and exercises. Some examples that we propose are:

- Student discussion groups to determine specific users and contexts for which each of the two training methodologies can be applied.
- Through discussion groups and consultation of literature, a case study is presented about a user who needs to acquire specific competences for a specific job position, prompting the students to:
 - To determine the level of support and carry out planning.
 - To develop a six-month long working program: type of training (resources needed, objectives, methodology...), agreement with the company (supports offered, professionals involved...)
- How to approach a service to provide employment support to 60 young people with intellectual disability.

4.5 GOOD PRACTICES

Good practice 1. Example of work area (Espurna Foundation)

The Espurna Foundation offers assistance, education, and employment promotion for people with intellectual disability.

Rosa is a 16-year-old girl with problems of adaptive behavior who ended compulsory secondary education and was not receiving any support services.

Rosa's road towards occupational integration began thanks to the Espurna Foundation. First, an assessment of her competencies was conducted. Subsequently, Rosa performed a 30 hour direct skills training program online, and those competencies that were considered necessary for employability (constancy in the rhythm of work, punctuality, teamwork, and acceptance of rules and instructions) were improved with the support of an educator. She also received more specific training for the job she would fill: prevention of occupational risks, actual physical work, and safety and hygiene practices.

After three months of training and through the improvement of her willingness and good mature conduct, Rosa began working in a work enclave.

The company belongs to the sector of paints and industrial assemblies and Rosa was employed as a laborer with several partners (up to 30 people with disabilities came to work for this company in the same period). The work is performed during shifts from 6 a.m. to 2 p.m. and from 2 to 10 p.m. (38 hours per week).

Rose's work is supervised by two people: the factory manager and the Espurna Foundation coordinator, who, moreover, evaluated the improvement of her job skills through a monthly questionnaire on real productivity and behavior that complemented the company. Work enclaves in this company have been used for more than 4 years offering excellent results, a clear indicator of the company's satisfaction.

Good practice 2. Bona Gent: Inclusion counting on the company from the beginning

Bona Gent offers another example of working with the company from the beginning of the program, in the toy industry.

During the Christmas campaign, many toy stores demand some trades with competences are attainable by young people with disability.

For example, wrapping gifts or toys. Bona Gent contacted several businesses that could require this professional profile in September and closed an agreement with one of them. Bona Gent began working on the specific design of the job profile the company needed. It held meetings with the heads, visited the company several times, conducted focus groups, and defined the professional profile of this job. During the months of September, October, November, and early December, several young people with disability were taught the necessary skills so they could do that work, with the help of the company and a short internship. In the end, one of the youth who carried out the practice had the opportunity to continue working for that company.

4.6. REFERENCES

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MODULE 5. THE PREPARATION WORK CONNECTED TO THE IMPLEMENTATION CONTEXT AND TO THE SPECIFIC COURSE.

5.1. Outline

This module will give competences and tools to the professionals to deal with relevant aspects connected with implementation of the work inclusion plans of young people with intellectual disability (inclusion in work, education and active citizenship). This is a complex process which requires active involvement of companies from the beginning of the work inclusion plans. That is why more emphases will be given on methods related to successfully involve companies and other relevant organizations with the aim at achieving synergy of results of collaboration.

In addition, this unit will give to the professional valuable knowledge and skills that they currently miss in their everyday practice (such as marketing experiences, ways of presentation to the companies, how to involve them and connect the individual needs of the disadvantaged people in respect to the needs of the companies). This will improve the efficiency of their everyday practice.

5.2. Aims

- To give competences and tools to the professionals for successfully dealing with the work inclusion plans of young people with intellectual disability (especially from the fields they are the least familiar with and have less knowledge)
- To empower professionals for implementation of inclusion plans after the training, through their future work.
- To improve and reinforce networks, cooperation between companies and other different relevant organization to ensure a greater synergy of cooperation and better results in work inclusion plans of people with intellectual disability.

5.3. Contents

A. Subjects who have to be included in work inclusion plans of young people with intellectual disability and their role

It might be very difficult and complex to exactly know which entities and people have to be included in a specific project like this one (developing pathways of young people with intellectual disability) to guarantee its success.

For this reason, we recommend the use of a methodology to help us to determine who should take part and in which actions.

The stakeholder's theory¹³ may help us. The most important idea of this theory, related to our project, is that organizations that manage their relationships with stakeholders effectively, they perform better.

To fully understand this theory we should start by explaining the concept of a stakeholder. The following stakeholders' definition was stated by E.U. Quality Assurance in Vocational Education and Training:

"People, groups or entities that have a role and interest in the objectives and implementation of a VET policy or program. They include the community whose situation the policy or program seeks to change; staff who implement activities; policy and program managers who oversee implementation; decision-makers who decide the course of action related to the policy or program; and supporters, critics and other people who influence the policy or program environment."¹⁴

Other common and simpler stakeholder's definition is "Those who can affect or be affected by the project actions".

But it is not enough to know who the project stakeholders are. We need to analyse this relationship with the project and in which ways we might work with them.

¹³ Developed by R. Edward Freeman in the book "Strategic Management: A Stakeholder Approach."

¹⁴ Adapted from "Handbook on monitoring and evaluating for results", Evaluation Office, UNDP, NY, 2002.

Stakeholder's analysis

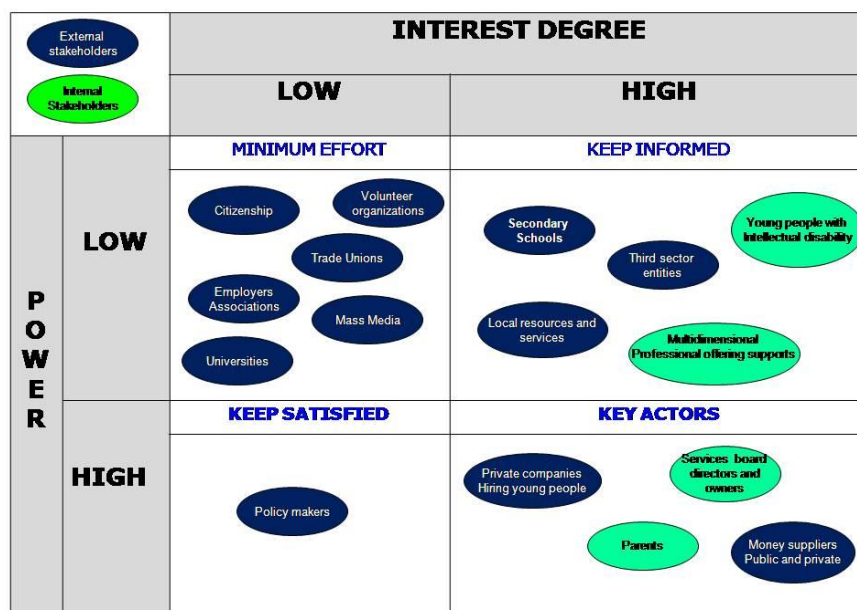
There are many ways to carry out a stakeholder's analysis. We propose a common methodology with the following steps:

1. Defining the stakeholders and their expectations.
2. Stakeholders mapping using two criteria:
 - a. External or internal to our organization.
 - b. Interests and power they have to help us to achieve (or impede) the project objectives.
3. Determining which actions should be carried out with them.

We should start our analysis by finding out who the project stakeholders are and their expectations. We should make a list with them, explaining their characteristics and expectations.

The second step should be classifying them by interest and power in the project (stakeholders mapping). The following chart shows an example of how to classify them.

Figure 11. Interest & power stakeholder' matrix. Source: own elaboration based on Johnson y Scholes (2001)





By doing so, we get precise information about how to deal with their interests and expectations. The four possible ways to act with stakeholders according to this classification are:

Figure 12. Power-Interest recommended actions. Source: own elaboration

Power	Interest	Recommended actions
Low	Low	Monitor or ignore
Low	High	Involve, build capacity and secure interests
High	Low	Mitigate impacts, defend against
High	High	Collaborate with

Figure 13. Example of Stakeholders actions Matrix¹⁵

		INTEREST DEGREE	
		LOW	HIGH
P O W E R	LOW	MINIMUM EFFORT	KEEP INFORMED
		Least important -Inform Via general -Communications: newsletters, website, mails.. -Trying to move into right hand box 	Show consideration Make use of interest through involvement in low risk areas - keep informed & consult on interest area - Potential supporter / goodwill ambassador
	HIGH	KEEP SATISFIED	KEY ACTORS
		Meet their needs - Engage & consult on interest area -Try to increase the level of interest - Aim to move into right hand box 	Key players -Key players focus efforts on this group - Involve in governance/decision making bodies - Engage & consult regularly

We finalize this section with an example. We can use this tool to learn how to work with the companies which may hire in the future young people with disability.

¹⁵ Eden, C. and Ackermann, F. (1998) *Making Strategy: The Journey of Strategic Management*, London: Sage Publications. Obtained (cited in book "[Stakeholder Management Templates & ebook](http://www.stakeholdermap.com/)" - <http://www.stakeholdermap.com/>)

Companies belong to the group with high power (our success depends on companies want to hire our target group) and high interest (their productivity depends on their human resources)

According to this tool, companies are **key players**. We should spend many resources on them, empower them and let them make some decisions about the pathways, engage them (by developing together part of the pathways, job protocols...) and consult them regularly.

B. Cooperation between relevant subjects

To tackle the problem of employment of young people with intellectual disability will be needed the participation of many key actors. The lack of economical resources, the complexity of the social problems and the ever-changing labour market are nowadays forcing the key actors to work together if they want to solve this complex problem.

Moreover, we strongly believe that these problems need to be faced by changing our point of view. The new global challenges cannot be solved using old and simple methodologies. New problems need new and innovative solutions.

Therefore, it is widely understood that the solution to this problem implies working according to two principles:

- A close cooperation among the key players (companies, public services, third sector organizations...) in order to take advantage of the lack of resources and create synergies.
- A clear methodology to help us to find new solutions for the new problems: “be innovative”.

The answer about how developing these principles in the right way might be within a concept named “Social innovation”.

Social Innovation¹⁶

Social Innovation is defined by European Commission as:

“The development and implementation of new ideas (products, services and models) to meet social needs and create new social relationships or collaborations. It represents new responses to pressing social demands, which affect the process of social interactions. It is aimed at improving human well-being.”

The Social Innovation approaches are:

- Open rather than closed when it comes to knowledge-sharing and the ownership of knowledge;
- Multi-disciplinary and more integrated to problem solving than the single department or single profession solutions of the past;
- Participative and empowering of citizens and users rather than ‘top down’ and expert-led.
- Demand-led rather than supply-driven;
- Tailored rather than mass-produced, as most solutions have to be adapted to local circumstances and personalized to individuals.

The methodologies, tools and phases adopted by social innovation paradigm, might be very useful in our project:

- To create innovative solutions to improve the methodology of the pilot test for professionals.
- To create innovative solutions to improve the work inclusion plans.
- To involve the key players (companies) from the very beginning of the process.
- To involve final users in the project.
- To replicate the project.

¹⁶ Guide of social innovation. European Commission.
http://ec.europa.eu/regional_policy/sources/docgener/presenta/social_innovation/social_innovation_2013.pdf

The conflict

Equal “Eurocentros del Mar-2004”, coordinated by IVAS, developed several reports about the process of mediation as a methodology to solve the conflicts appeared in inclusion plans of people in risk of exclusion.

According to practical experiences and several researches consulted, people in risk of exclusion trend to have conflicts which prevent them from developing fruitful pathways.

The role of mediators is to detect these conflictive situations trying to eliminate or palliate them. The work of mediators is not only this, but also implementing a preventive mediation and combining other techniques and tools towards the social and workplace insertion of the users.

The figure of “mediator”

The mediator is not a therapist, a referee or an advisor, but rather the third party with a functional equidistance who accompanies the main characters in their process of appropriation of the conflict and according to the rhythm of each. The mediator is a catalyst, provoking but not altering. The mediator controls the process, while the parties decide the result.

According to the point of view of “Eurocentros del Mar” project, dealing with the conflict in a correct way can be a source of learning for young people with intellectual disability.

The training of the “mediator”

The pilot test, when focusing on training professionals as mediators, may take into the account that mediators should have the following general skills:

- Theoretical and practical knowledge of human behavior;
- Conflict: definition, nature, theories, scopes. Differences among negotiation, arbitration, conciliation and mediation;
- The use of methodological mediation tools;
- Alternatives of the conflict;
- Team work and conflict management;

- Effective communication;
- Qualitative research methods: case studies.

C. The full involvement of the companies at the beginning of the implementation of work inclusion plans

Planning of obtaining an employment begins with the individual work and teamwork on the personalized approach and planning, in which we include all the stakeholders to influence the formation of self-esteem, job skills and socialization and to gain overall understanding of the candidate: a person with an intellectual disability. The candidate for the training and employment is a person with intellectual disability. In the career planning process, self-motivation is the most important. They need, with the help of the tutor, to recognize their own desires, needs and interests. We have to pay special attention to any discrepancy between aspirations, abilities and employment opportunities. In practice it is often apparent that there are essential differences between career goals and the abilities of the people with intellectual disability. Mismatching can lead to too low or too high expectations of the people with intellectual disability. That is why the career guidance within the process is crucial. To avoid this within the process we need to use different tools for measuring competencies, knowledge and skills.

Practice shows that the employment of people with intellectual disability is not directly related to the incentives received. Employers decide to employ a person if the employment relationship has a direct interest of both parties. Employment because of financial incentives or compassion turns out to be most of the times only short-term and it doesn't bring permanent employment. Our task is to find an employer whose interest is to employ a person with intellectual disability and according to the needs of the employer to prepare an individualized plan of education and training of the candidates, that we are sure meets the needs of the employer. With this we have taken a real step towards ensuring adequate and sustainable employment for people with intellectual disability.

Crucial questions that have to be considered in the work inclusion plans are:

- How do we identify relevant companies?
- How to present to the companies and to involve them and connect the individual needs of the disadvantaged people in respect to the needs of the companies (using marketing skills, social marketing sector)?

- Are we able to present the work inclusion of disadvantage people in their company as an opportunity?
- Which are the arguments that can be of interest for the companies (considering the needs of Companies and corporate social responsibility)?
- How do we make the contact people of the companies active participants in the work inclusion plans, in order to involve them from the beginning of the inclusion pathways?

Once we have a good relationship with potential employer, the process only begins. Companies are also fully involved in the operational phases in the first period of on-the-job training (work on the contents, places, structures, equipment...). This period is essential for the empowerment of people with intellectual disability. Direct knowledge of the disadvantaged people is a central aspect of the decision of accepting them or not in the company. It is important to know on which competences do we have to instruct the beneficiaries and for which tasks the companies would receive them.

An important role in promoting positive attitudes of employers about employment of people with intellectual disability is also advertisement and dissemination actions.

Return on expectation. A method to be used to promote the effects of on-the-job training of young people with intellectual disability.

Companies depend on the speed of acquiring knowledge and developing competencies to achieve its strategic objectives. The most effective tool for staff development is education and training. In addition, effectiveness is based on careful analysis of educational needs, starting with the identification of key tasks and strategic goals of the organization.¹⁷

Before planning the “on-the-job training”, we can present to the companies the benefits of including include young people with intellectual disability in this process. We can use a method called “Return on expectation” or ROE - analysis of the effects of training on the company. In this way it is easier to make sure that the investment of the company pays off in the long term.

¹⁷ <http://www.eu-skladi.si/dokumenti/publikacije/zbornik-web-junij-2015.pdf>

Table 1. Return on expectation. Source: based on Kirkpatrick Model.

Expected results	Evaluation of the effects		
Result of objective	Benefits of results - describe	Output - the value of the benefit (monetary value)	Input- resources necessary for achieving the result
		Total:	Total:

ROI = (benefits /cost of investment) X 100.

ROI is over 300% - effects are good.

ROI is over 500% - effects are excellent.

D. Creating action inclusion plans

In this part of the module we will focus on the basic career planning of people with intellectual disability from the opportunities for education, training in specific job for a specific employer to permanent employment. When planning employment opportunities, we will consider a multidisciplinary approach and individualization.

Planning of employment includes all stakeholders in the whole process:

- Candidate for the job;
- The candidate's immediate environment (parents, guardians, foster parents ...);
- School-specific person and the entire teaching staff;
- Local community;
- Potential employers;
- Other professional services.

For a successful individual planning should be also considered:

- The desire and ability of the candidate;
- Expectations of environment;
- Mobility of candidate;
- The needs of the employer;
- Experts opinions.

Individual plan should include at least these fields:

- Precise information on the person (strong, weak areas...);
- Definition of the relevant actors and their role;
- A communication plan;
- An activity plan in the field of measuring the competences, training and education;
- An activity plan for the integration into employment;
- Activity plan of cooperation between the relevant actors (professionals, companies, parents, other organizations);
- Tools;
- Monitoring of the progress.

5.4. Didactics and exercises

The training methodology will be Focus on workshop or work in small groups or in pairs and case studies with preparation of concrete individual action inclusion plans.

5.5. Good practices

Grunt, Institute for Social Entrepreneurship in rural areas, Slovenia

Grunt is a non-profit organization for social entrepreneurship in rural areas providing training and employment for people with disability in sheltered employment, processing and selling domestic product (for wider consumption), implementing active employment policy programs, training and guidance activities. The purpose of the institute is to provide new jobs for disabled people in rural areas in their local environment, which can ensure them integration in the environment where they live. The institute participates in the development of programs for employment of persons with intellectual disability in rural areas and also raises awareness and informs the public about the importance of employment programs for disabled people in rural areas. Employment of disadvantaged people in agriculture is constantly at the forefront of theoretical discussions. Employment needs of persons with reduced working capacity are increasing. This problem is particularly exposed at the rural areas. The structure of the rural population is very specific and only by creating new jobs in similar activities offered by Grunt is a precondition for ensuring sustainable and quality jobs.

The aim of the institute is to create a positive social impact and contribute to the development of local communities, increasing self-sufficiency and creating new jobs.

5.6. References

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http://ec.europa.eu/regional_policy/sources/docgener/presenta/social_innovation/social_innovation_2013.pdf
<http://socialbusinessinprogress.org/>
- ADAM - Project and product portal of Leonardo da Vinci <http://www.adam-europe.eu/adam/project/> : VOSIDIS - Specialized vocational training for people with severe and profound intellectual disabilities, Job trainer for people with intellectual disability and autism spectrum disorders, Developing Skills of Young Disabled People.
- TIME@Net - Implementation Guidelines www.timenet.eu
- <http://www.eu-skladi.si/dokumenti/publikacije/zbornik-web-junij-2015.pdf>
- <http://www.trainingzone.co.uk/deliver/coaching/return-on-expectations-the-ultimate-demonstration-of-training-value>

5. PILOT COURSE EVALUATION

The objective of this section is to provide a proposal for a methodological framework and tools to evaluate the pilot course.

This model of evaluation is understood as a process integrated in the learning methodology, from its conception to the organizational impact, with the objective to improve the quality of training.

Thus, the training evaluation includes the following:

1. The reaction of the trainees referring the pilot course;
2. The learning outcomes according to defined objectives,
3. The impact of the training in the professionals involved
4. The organizational results reached after the course.

In this sense, like the learning process, the evaluation is also understood as a continuous process. Each moment has a distinctive aim and different instruments.

The evaluation of the training course should be implemented in different moments, not referring just to the final moment. Therefore, to be effective, the evaluation process should start before the implementation of the training, in a continuous way and also after the conclusion of the training.

In this context, there are some aspects to consider in the preparation of the training evaluation:

- Organisation of the evaluation;
- Evaluation moments;
- Evaluation Instruments.

Organisation of the evaluation

The preparation of the evaluation through the study of the context in which it is applied, the selection of assessment tools, information and contact with the evaluators, and the establishment of reliable indicators and metrics, measurable and achievable. In fact, since this evaluation process begins at the start of training (in some cases even before), extending and manifests itself in different ways and times throughout training, and culminates with

the closure of training and the collection of predefined indicators, results analysis and comparison with the training starting point.

This is to compare the results achieved in the project with the objectives set, check the benefits obtained and determine which changes to implement in similar projects.

Evaluation moments

In what refers to this part of the evaluation, we can distinguish the following moments:

a) Initial assessment or diagnosis

This moment of the evaluation is the first of the entire training process. It serves mainly to provide a guiding element for the trainees, facilitating the detection of the difficulties themselves, and contributing to give essential diagnosis knowledge about the trainees which will be decisive for the performance that the trainer will provide.

b) The continuous or formative evaluation

The formative evaluation is developed in sequence of the initial assessment and the main aim is to verify, by the trainees, their progress in the learning process.

c) The summative or final evaluation

This is the final evaluation about the trainees' knowledge achievement, at the end of the training and is useful, essentially, to verify the progress of the learning, by trainees.

Evaluation instruments

In order to implement the training evaluation process, diverse tools and instruments, adequate to the different moments, might be used.

Interviews and meetings might be carried out - before and after the training, to diagnose the training needs, to sensitize, motivate and, in the end, to measure results, listen to opinions and comments, to list positive and negative aspects.

In this way, a proposal of evaluation tools to perform the evaluation of the pilot course can be found in Annex 1.

6. CONCLUSIONS

This Handbook represents the work developed by European partners combining their experiences and exigencies in constructing a “Time@Net model”, of EU value, that wants to be reproducible and transferrable in different contexts for the training of professionals involved in the inclusion field, to develop projects addressed to young people with intellectual disability.

It has been conceived to be of immediate applicability and usability, to provide practical and innovative indications to teach how to realize inclusion plans. It represents both a support for trainers and professionals involved in the work inclusion interventions and a tool for the work inclusion processes for young people with intellectual disability, in order to develop their employment opportunities, achieve the EU council objectives in the framework of employment, foster the active citizenship of disadvantaged persons, create a transversal network working as a context for the development of the target opportunities.

The central aspects underlined in the handbook are related to the realization of cooperation processes between training agencies, companies, educational and inclusion services, through their involvement since the beginning of the plans.

This means:

1. To identify, together with the companies, real work opportunities and related tasks;
2. To construct, together with the training agencies and the services involved, specific training pathways based on the needs of the person and the input provided by companies;
3. To prepare the work connected to the implementation context;
4. To support the company during the work inclusion;
5. To support the families in the work of anticipation of changes related to the life context and to the process that brings the beneficiary from a role of assisted person to a role of active person.

The professionals, trained according to these indications, as described in the handbook, have the skills for the practical realization of the Time@Net model and they can be considered as the “connection” between training, social, educational and health services and the companies, according to the concept that is it is possible to make simple what is

generally considered as complicated and participate in the re-definition of a model aimed at increasing the well being of young people with intellectual disability.

ANNEX 1. EVALUATION TOOLS

Questionnaire 1. Diagnosis of pilot course

Name: _____ Organization _____ Date _____

1. What is your professional area of intervention?

2. What are your course goals?

3. Do the course modules suit your expectations?

4. Do you think you have the necessary prerequisites to get the most out of this course?

5. Have you participated in any training activity related to the subject of this action? If so, what?

6. What are the contents that seem to you most useful?

7. What is the content that you think will have less applicability?

8. How important is this course for your job performance?

Suggestions:

Thank you for your collaboration

Questionnaire 2. Evaluation of the course organization

Name: _____ Organization _____ Date _____

		Evaluation*				
		1	2	3	4	5
Subjects	1.1. Quality of the contents					
	1.2. Interest of the subjects					
	1.3. Utility for your professional activity					
	1.4. Utility for your personal activity					
	1.5. Duration					
	1.6. Structure of the course					
	1.7. Fulfillment of expectations					
	Level of personal knowledge about the subject					
	1.8. Before the Workshop					
	1.9. After the Workshop					
		1	2	3	4	5
Trainers	2.1. Knowledge of issues					
	2.1. Quality of the exposition/interaction					
	2.3. Methods used					
	2.4. Relation with the audience/public					
	2.5. Punctuality					
	2.6. Time available to clarify doubts					
	2.7. Supports used					
	2.8. Fulfillment of the program					
	2.9. Tools used in facilitating communication					
		1	2	3	4	5
Logistics	3.1. Adequacy of the facilities					
	3.2. Means/Equipments used					
	3.3. Organization					
	3.4. Documentation provided					
		1	2	3	4	5
Global Appreciation of the pilot course						

(*) 1= Very Weak; 2 = Weak; 3=Moderate; 4 = Good; 5 = Very Good

Suggestions:

Thank you for your collaboration

Questionnaire 3. Training Evaluation

1. With regard to the evaluation of the given course/module:

1.1. Has the course/module overall pleased you?

	1	2	3	4	5	
LITTLE						A LOT

1.2. Do you consider that the contents given are appropriate to your level of knowledge?

	1	2	3	4	5	
INAPPROPRIATE						VERY APPROPRIATE

1.3. Were the objectives achieved?

	1	2	3	4	5	
NOT ACHIEVED						TOTALLY ACHIEVED

1.4. Does the course/module live up to your initial expectations?

	1	2	3	4	5	
MINIMALLY						TOTALY

1.5. Do you consider the course was well articulated?

	1	2	3	4	5	
MINIMALLY						TOTALY

2. With regard to program content, it is considered that:

2.1. The topics covered were:

	1	2	3	4	5	
LOW INTERESTING						VERY INTERESTING

2.2. The topics covered were:

	1	2	3	4	5	
LITTLE DEPTH						VERY THOROUGH

2.3. The topics will be of:

	1	2	3	4	5	
LITTLE USE						MUCH USE

2.4. The time devoted to theoretical exposition was:

	1	2	3	4	5	
INSUFFICIENT						MORE THAN NEEDED

2.5. The time devoted to practical exposure was:

	1	2	3	4	5	
INSUFFICIENT						MORE THAN NEEDED

2.6. The action in terms of acquiring new knowledge was:

	1	2	3	4	5	
INSUFFICIENT						EXCELLENT

3. With regard to the trainer's performance, it is considered:

3.1. It was clear from the beginning the objectives to be achieved?

	1	2	3	4	5	
NOT CLEAR						CLEAR

3.2. Did the trainer dominate the field?

	1	2	3	4	5	
LOW DOMAIN						HIGH DOMAIN

3.3. Could the trainer motivate the trainees?

	1	2	3	4	5	
INSUFFICIENT						EXCELLENT WAY

3.4. Do you consider that the trainers intervention were clear?

	1	2	3	4	5	
NOT CLEAR						VERY CLEAR

3.5. Did the trainers encourage the participation of the trainees?

	1	2	3	4	5	
WEAK						STRONG

3.6. Did the trainers develop appropriate teaching methods?

	1	2	3	4	5	
WEAK DEVELOPED						EXCELLENT DEVELOPED

3.7. Did the trainer check along the course/module the acquisition of learning by the students?

	1	2	3	4	5	
UNCHECKED						CHECKED

3.8. Did the group demonstrate the practical applications of the subjects under study?

	1	2	3	4	5	
INSUFFICIENT						EXCELLENT

3.9. Did the trainers Demonstrate interest in the difficulties of the trainees?

	1	2	3	4	5	
LOW INTEREST						VERY INTEREST

3.10. Did they present any strategies to support the maximum advantage of the acquired knowledge?

	1	2	3	4	5	
INSUFFICIENT						EXCELLENT WAY

With regard to the organization of the course/module, especially when it comes to supporting resources mobilized for the formative action, as regards:

4.1. Quality and adequacy of the documentation distributed.

	1	2	3	4	5	
VERY WEAK						VERY GOOD

4.2. Quality of teaching aids used (overhead projector, writing boards ...)

	1	2	3	4	5	
VERY WEAK						VERY GOOD

4.3. The teaching materials were adequate to the subjects covered.

	1	2	3	4	5	
INAPPROPRIATE						TOTALLY APPROPRIATE

4.4. The diversification of teaching aids used.

	1	2	3	4	5	
NONE						A LOT

4.5. Quality and adequacy of facilities and environmental conditions.

	1	2	3	4	5	
VERY WEAK						VERY GOOD

4.6. Administrative support available.

	1	2	3	4	5	
INSUFFICIENT						EXCELLENT

4.7. Duration of the course/length.

	1	2	3	4	5	
INSUFFICIENT						MORE THAN NECESSARY

5. Regarding to the evaluation procedures:

5.1. The assessment instruments used were:

	1	2	3	4	5	
INAPPROPRIATED						TOTALLY APPROPRIATED

5.2. The evaluation feedback (return of evaluation results to their stakeholders) was:

	1	2	3	4	5	
NOT OCCURRED						ACCOMPLISHED

We would also like you to respond to the following questions:

1. How do you intend to apply the knowledge gained in this course?
2. Regarding the topics covered in the course, which do you consider to be the most useful for your professional life?
3. Would I recommend this training course to others? If not, justify your answer by saying what, in your opinion, should be changed?
4. What constraints/obstacles do you think that may hinder the transfer of learning to the real work environment?
5. Other comments or suggestions

Thank you for your collaboration

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RIC Razvojno izobraževalni cener Novo Mesto

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