

transitions
EUSE
27-29
MAY **2019**
13th EUROPEAN CONFERENCE
Amsterdam - The Netherlands

Book of Abstracts



Tuesday 28 May 2019

**Programme Line 1:
Policy Making and new results**

12:30 – 13:15 hours

The Irish experience of IPS Supported Employment (O. Cosgrove, S. Lane)

Ms Sharon Lane¹, Dr. Olivia Cosgrove¹

¹Genio, Dublin, Ireland, ²Genio, Dublin, Ireland

This presentation will outline the Irish experience of Supported Employment critically analysing how pilot programmes, collaboration, learning from impact and scaling of the model helped to shape and realise national mental health policy from the perspective of a uniquely placed organisation, specialising in the transformation of social services.

Genio is an Irish-based non-profit organisation working with government and philanthropy to transform social services. Collaboration with Government is critical to the role of Genio, as they ultimately have long-term responsibility for the delivery of social services and the ability to make change happen within the system.

Thought-leaders within government were exploring innovative ways of bridging the gap between policy and implementation but the re-alignment of resources that are tied into long-standing traditional services is very challenging. Independent funding provided leverage within the system to support the innovation that was required to make change happen. Genio brought all the key stakeholders together while providing independent expertise, fund management, capacity building and research. This has led to the formation of the Social Reform Fund which sets out a framework for building and fostering positive mental health across the entire community and for providing accessible, community-based, specialist services for people with mental health difficulties (A Vision for Change, Department of Health, 2006). Although some progress has been made in supporting people with mental health difficulties, certain challenges remain in the Irish context. In particular,

- Supported Community Living - there are over 2,400 people currently resident in psychiatric hospitals, with 36% having been there continuously for one year or more (HRB 2016).
- Advancing the Recovery model of service which centres on people with mental health issues learning the skills and tools to be able to take back power and recover control of life. Recovery is a unique journey for each person and services need to be personalised in order to contribute effectively.
- Mental Health at Work - a recent survey (2011) indicated that with 41% of people would not discuss their mental health problems with their employer.

The presentation aims to describe the timeline of IPS Supported Employment in Ireland, in junction with a critical appraisal of the political background and policy implementation of the time, and the influential role played by impact and knowledge brokerage in establishing the rollout of IPS supported employment in the Irish context. The overall objectives are to share how Genio's model of working with government and philanthropy help to reach shared goals in relation to IPS Supported employment, the phased approach used to pilot and scale IPS in Ireland and how learning and impact analysis helped to achieve a national IPS programme in Ireland.

It is envisioned that this presentation will spark debate on how such a model may work in other context, the transferability of learning and knowledge within a European context and how best to make stronger the links between those who create policy and those who can implement it.

The Vienna Declaration on the Right to Employment - Strategic Recommendations for the Implementation of the UN CRPD (M. Neuherz, F. Wolfmayr)

Mr. Markus Neuherz¹, Mr. Franz Wolfmayr¹

¹*dabei-austria | Dachverband Berufliche Integration Austria, Vienna, Austria*

Background:

Around 80 million people with disabilities live in Europe. Compared to the population as a whole, their labor force participation is considerably low.

Among those persons with disabilities who have jobs, many are underemployed, receiving less than the minimum wage, working below their skills and / or under temporary contracts and having poor career opportunities. People with all kind of disabilities are apparently still subject to strong discrimination.

The EU and its member states have all signed and ratified the UN Convention on the Rights of Persons with Disabilities (CRPD). They are committed to implementing the rights of people with disabilities defined therein. The fundamental right of people with disabilities to work on the same basis as other people is clearly defined in Article 27 of the CRPD. This results in the obligation for all states and the EU to uncover and eliminate barriers (including legal ones). Where this is not enough to enable participation, supportive measures must be taken actively.

However, people with disabilities are structurally disadvantaged in the labour market due to legal and societal barriers. Their labor force participation is significantly lower than that of people without disabilities, the situation has not improved in the last 20 years. The financial crisis in Europe since 2008 has led to the introduction of austerity measures that have had a significant impact on the lives of people with disabilities across the continent. The already difficult situation of people with disabilities before the onset of the recession was growing ever more precarious; positive achievements that had been made so far were pushed back. Today, many of the EU member states, are once again experiencing an economic recovery.

However, there are hardly any positive effects on the employment situation of persons with disabilities. This is not acceptable. This situation, which exposes people with disabilities to continuous exclusion, requires collective, cross-sectoral action.

The Vienna Declaration:

Against this background, European and Austrian umbrella organizations have teamed up to develop appropriate proposals.

On September 27th, 2018, these organisations, dabei-austria, the European Union of Supported Employment (EUSE), the European Association of Service Providers for Persons with Disabilities (EASPD), the European Platform for Rehabilitation (EPR), the Austrian Disability Council, and the Austrian Federal Ministry of Labour, Social Affairs and Consumer Protection hosted the "Employment for All" conference in Vienna, Austria.

Together more than 250 participants shared their knowledge and experience from across Europe on what can be done to enable people with disabilities to participate in the labour market.

The conference marked a first step towards the creation of the 'Vienna Declaration' on the right to work of people with disabilities. The Declaration will allow the EU Institutions and all European states to profit from the knowledge shared at the conference and will support the employment of people with disabilities in accordance with the UN CRPD.

During this presentation the Vienna Declaration will be introduced and key findings and recommendations contained in the Vienna Declaration will be presented.

Understanding job match versus job readiness; how does this understanding affect our approach to employers? (T. Sannes)

Mrs. Tonje Sannes¹

¹*Oslo Metropolitan University, Oslo, Norway*

I have worked as an employment specialist for several years. In my master thesis I interviewed people who had managed to get a job in the ordinary labor force through Supported Employment. One of my interviewees had been employed by an automobile repair shop with the support of an employment specialist. After the employment specialist had finished his job, the boss said to his new employee: “We both know that there is no future for you here. Let’s just end this work relationship”.

This case illuminates an important aspect of a Supported Employment process; the employment specialist’s interaction with the employer. The goal of Supported Employment is not only to secure transition to paid employment in the open labor market, it is to secure and also maintain paid employment. To be able to create and develop sustainable work situations, I find it important to explore the employment specialist’s role and responsibility in relations to the employers. How do we turn our relations with the employers into the tool we need it to be, in order to create sustainable work situations for the job seekers?

Gustafsson, Peralta and Danermark (2013) have studied the employers’ perspective on a Supported Employment process. They explored what the employers valued as important inclusion skills competence within the employment specialists. Tilson and Simonsen (2013) have studied successful employment specialists and explored which personal attributes that typifies these. Both studies highlight the importance of belief; to truly believe in the potential that lies within the job seekers.

The traditional approach to work inclusion is built upon the idea of job readiness (EUSE, 2010). In Supported Employment this term does not have a place. Instead, the term job match is essential; finding the right job for the individual job seeker, in order to secure and maintain paid work. However; through my experience from grading school assignments from the Oslo Metropolitan University for several years and from teaching Supported Employment in different settings, I often get the sense that somehow the term job match has become a replacement for the term job readiness. Somehow, many employment specialists tend to think that job match is a constant that needs to be defined prior to job development in an ordinary work setting. Because of this, a true belief in work as a health promoting tool may be reduced by the traditional question of “job readiness” that still seems to sneak into the process.

I see these two as coherent; to truly believe in the potential in each individual job seeker is easier if you truly believe in the possibilities in ordinary work, and acknowledge it as a powerful and necessary tool. In my presentation I will discuss how this belief can make a difference in our approach to employers, and how it may affect the possibilities to facilitate relations between employers and job seekers, solid enough to stand through challenging times during a Supported Employment process and to support employers’ efforts to create sustainable work situations.

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**Programme Line 1:
Policy Making and new results**

14:30 – 15:15 hours

Being aspirational about your job development work changes lives and inspires sustainable change at a policy and systems level (E. Riehle)

Ms Erin Riehle¹, Ms Susie Rutkowski¹, Ms Carmel McKeogh², Ms Anne O'Bryan²

¹Project SEARCH, Cincinnati, United States, ²DFN Project SEARCH, London, England

Background

Project SEARCH has been operational for over 20 years and we share a desire to see systems change across Europe with EUSE. With 575 programmes across the world and 60 operating in Europe using sustainable funding from a variety of sources, we have experiences to share with regard to our approach to working with policy makers to influence change.

The Challenge

In Europe the systems that influence the lives of people with LD and ASC as they prepare for employment operate independently. The education system, the social care systems, the health systems and the economic development systems operate separately with differing priorities.

However, achieving aspirational employment outcomes for people with LD and ASC benefits them all and we have found that the challenge is to present the opportunity to policy makers so that it makes sense to them and seems 'do-able' in the context of the pressures they face.

Our Case Study

Our experience has shown us that the following things are key to changing policy:

- Working in partnership at a local level and involving everyone in the system means you can create a proof of concept to put before national organisations and make the case for wider system change.
- Connect with policy makers nationally using your experience locally to influence national policy. Provide information, examples and create opportunities for national policy advisers to see your work. Attend events with government departments to make your case and provide useful information and ideas.
- Connect with and understand prestigious employers - the inclusion of the employer's voice as you make your case for policy change is powerful and persuasive.
- Collect and produce data that backs up the case for change. Encourage researchers to study your programme and ensure that you are constantly improving your capacity to drive up performance
- Be clear about the desired outcome for the people you support – be ambitious and aspirational
- Create a cycle of continuous improvement that you can share with policy makers.
- Ensure your staff are competent, reliable and efficient and your work can stand the scrutiny of policy makers.

Examples of some of the systems change we have seen include:

- In England we have worked to change the approach of central government to funding job coaching for interns on our programmes.
- Worked with Local Government in the UK to broaden access to programmes and inspire higher aiming outcomes resulting in changes to their approach to education funding.

Conclusion

Through this conference we will share with delegates our experience of working to change government policy and systems across a range of countries, including countries in Europe. We will provide information

about how we have been able to shape change to build a sustainable route to work for people with learning disabilities and ASC that achieves outcomes well above average employment rates. We will share our data and explore how we can work with policy leads to affect change that benefits the individual and the wider system.

EMPLOY ME! Developing and promoting supported employment for people with intellectual disabilities (S. Klem, K. Hakala)

Mr. Simo Klem¹, Dr. Katariina Hakala¹

¹*Faidd, Finnish Association On Intellectual and Developmental Disabilities, Helsinki, Finland*

For people with disabilities finding a paid work has always been difficult, and, in Finland, it is usually taken for granted that disability pension is their main income. Employ me -project is developing and promoting supported employment services for people with intellectual disabilities.

The Employ me –project is promoting evidence based practices in supported employment for getting salary work for people with intellectual disabilities (ID) and getting them equal collective labor agreement rights and responsibilities as other employees in the working place. The project is based on several research projects conducted in FAIDD on the position of the people with ID in the marginalities of labour markets and on the disability service system providing support services for employment. Research shows that in Finland only a small minority of this group in working age are in ordinary salary work and overwhelming majority is in segregated day activities provided by public disability services.

Supported employment is a method of working with disabled people and other disadvantaged groups to access and maintain paid employment in the open labour market. In Finland the model was piloted in Helsinki in 1995. It was found useful and the model has been in use ever since in Helsinki. However, the model didn't spread to other cities and municipalities. Instead most of the cities started offering integrated sheltered work, where people are working in ordinary workplaces, but instead of wage employment they are in social services. Only recently the supported employment model has spread to some big cities in Finland partly by the influence of Employ Me -project.

Employ Me -project consists of training the counsellors of disability services to using supported employment method and contacting employers and to supervising peer groups for job seekers. The aim of the on-line course for supervisors of a peer group for job seekers was to invite and incite people using disability services and their service providers to collaborate in developing the day activities and supported employment. The course was based on methodological principles of inclusive research developed for to study the service system together with the service users and service professionals. All participants were addressed and invited as active contributors in the developing the supported employment services and in the on-line course especially the supervising practices for a peer group of job seekers as one part of the supported employment service process.

The on-line course in the Employ me project happened from September 2017 to September 2018. It gathered together peer groups in intellectual disability service units and in vocational special education institutions. The course was focusing on the peer group practices as part of supported employment service model for people with ID.

Program for local peer groups:

- Visualizing dream jobs
- Visiting potential workplaces
- Job applications
- Curriculum Vitae
- Portfolio

In this presentation we analyse the findings and outcomes of the Employ Me -project.

PL 2: How a three-pronged approach in company-based training can increase career opportunities for young adults with disabilities (V. Doppler)

Ms. Victoria Doppler¹

¹*Caritas Care Vienna, Vienna, Austria*

This paper covers the impact of a three-pronged approach in educational training on career opportunities of youths and young adults with disabilities. It explains how the three-pronged model complements and expands the traditional Austrian dual approach to apprentice training.

Traditional Austrian apprentice training lacks support for people with disabilities, resulting in a disproportionately high number of apprentices with disabilities ending up either unemployed or in sheltered employment. The problem is further compounded by potential employers often being hesitant to employ people with disabilities or to accept them as apprentices in companies.

The three-pronged approach successfully supports apprentices with disabilities in overcoming these challenges. It expands the traditional system of on-the-job training and attendance of a professional school by adding weekly reflection coaching sessions and additional tutoring support. Here, apprentices with disabilities work with a dedicated coach in groups of three. The small group setting allows the coach to better focus on individual participants' needs, while making it easier for them to take in peer feedback.

Reflection coaching aims to challenge preexisting cultural and societal conditioning regarding disabilities. It primarily focusses on allowing the apprentices to gain a new, positive perspective of their disabilities by viewing them as assets instead of hindrances. It also allows them to identify their individual key strengths in relation to the job market, develop problem solving skills, assertiveness and their critical faculties.

The author has developed this new three-pronged approach over the last one-and-a-half years, during her work with two groups of three adolescents with a disability degree higher than 50. Her reflection coaching method is based on reflexive grounded theory. It was also developed in collaboration with the apprentices, with a view towards their, as well as the author's own, disabilities.

The paper delineates the three-pronged apprentice training approach, its use of reflective coaching to bolster apprentice's self-esteem and further their chances in the job market, and the author's qualitative findings.

Keywords: career development, lifelong learning, ongoing support, research, qualit

Recent developments and status of Supported Employment in the Nordic countries (O. Spjelkavik)

Senior Researcher Øystein Spjelkavik¹, PhD Stefan Hardonk², PhD Johanna Gustafson³, PhD Inge Storgaard Bonfils⁴

¹Oslo Metropolitan University, Oslo, Norway, ²University of Reykjavik, Reykjavik, Iceland, ³University of Orebro, Orebro, Sweden, ⁴UCC Uniniversity College, Copenhagen, Denmark

Recent developments and status of Supported Employment in the Nordic countries (O. Spjelkavik), Verwey kamer, mei 28, 2019, 14:30 - 15:15

The major development of Supported Employment (SE) as part of active labor market policy (ALMP) in the Nordic countries has taken place in Norway and Sweden. In Sweden, SE has long been performed by employment specialists in Public Employment Service (PES), but also purchased from external service providers. In Norway, PES has mainly purchased SE from external service providers, but recently PES itself has implemented employment specialists. In both countries, the so-called five-stage process has been a predominant base for performing SE, but in later years, also IPS has come up on the agenda, backed by various randomized control trials. IPS has sometimes come forth as a rival model (“the true SE”, “evidence-based SE”), sometimes as a complementary specialized support to achieve work inclusion for patients with mental issues, and sometimes as part of employment specialist teams performing various versions of SE depending on clients’ needs. Both in Sweden and Norway, efforts are made to develop SE to enhance employment of migrants with high support needs. In Norway, regional and local school authorities pay increased attention to the use of SE to prevent societal drop out of early school leavers and apprentices with high support needs.

Finland has seen a cutback of SE activities in the last decades and as such, SE is not widely established. A regional pilot project tries to revitalize SE to enhance employment of different hard-to-employ groups. Although various projects and practices are reminiscent of SE, the concept of SE as such has been virtually unknown in Denmark. In Iceland, SE has long been part of PES, but has not seen any major development in the last decades. Both in Denmark and in Iceland recent development has been the introduction of IPS. Except in Sweden, Customized Employment (CE) as a concept or practice rarely exists in the Nordic countries. In Norway, there are promising project efforts to revitalize CE for people with learning disabilities.

Recently, Nordic researchers established a network to promote research and further professional development of SE in the Nordic countries. The network appreciates an opportunity to arrange a workshop that sheds light on recent development, similarities and differences, strengths and weaknesses of SE in the Nordic countries. The workshop will present and discuss the development of SE in the Nordic countries with the following questions as a starting point:

- What are the main recent developments of SE in the Nordic countries; what are the strengths and weaknesses, and what part of national ALMPs does SE play?

Before the EUSE 2019 conference, the Nordic research network will arrange national seminars with researchers, practitioners and policy makers to analyze developments and status of SE in each Nordic country. In the EUSE 2019 workshop, at least one researcher from each Nordic country will participate to present results from these seminars.

Tuesday 28 May 2019

**Programme Line 1:
Policy Making and new results**

15:45 – 16:30 hours

Increasing Trust in the Capabilities of People with Disabilities (B. Prins)

Mrs. Bianca Prins¹

¹*Ing Bank, Amsterdam, Netherlands*

Employing people with disabilities is a challenge without experience or knowledge about the possibilities of people with disabilities. Still, employment of people with disabilities is rewarding for any organization, it is about access to markets because we have over 1 billion people with disabilities worldwide, depriving society of 1.4-1.9 billion of our global GDP (ILO, 2017). For example, 80 million people in Europe, 54 million people in the United States. We are talking about the largest minority, and depending on the definition used, 20% of the population. Unemployment rates are higher than any other minority community, and this is a loss for society and businesses.

How can we set change into motion, how can organizations take it up, and make it happen? Because the political environment is changing fast, welfare states lost the essential balance of solidarity, and self-reliance is the base of any call for participation. On the other hand, people with disabilities demand the rights they have, with the UN CRPD in their hands as hammers to break the barriers society created in the past decades. It's time for inclusion, and this means time for accessible organizations, accessible businesses and accessible financial services for all.

The challenge for Global organizations is combining the impact of social responsibilities, and legal obligation in the countries we operate. Developing one single approach, one policy, and the option to deviate when required by local authorities. Because inclusion does not stop at country borders, it is a Global call for equal access to work, financial independence and most important a huge business opportunity if taken up for the right reasons.

Role of Occupational Health in supporting disabled people stay in work (N. Pahl)

Mr. Nick Pahl¹

¹*Society Of Occupational Medicine , London, United Kingdom*

What is the role of occupational health professionals as the experts in advising employers on preventing ill health and injury, and supporting those with health problems in returning to work after a period of sickness absence?

How do OH professionals work with others to supporting people with health problems and disabilities into employment, and sustaining them in work.

The Society of Occupational Medicine, with others, is contributing to UK national work in overcoming the barriers to opportunity that perceptions relating to long term health conditions and disability can represent.

What can the occupational health community do to (as the Prime Minister said) “tackle the scourge of worklessness in Britain including by reforming the way we support people who fall ill, so that they can stay in work and aren’t just consigned to a life stuck on benefits” ?

Supported Employment and the Future of Work: Challenge or Opportunity? (J. O'Donnell)

Ms. Joan O'Donnell¹, Ms. Daphne Ahrendt²

¹*Disability Federation Of Ireland, Dublin, Ireland*, ²*Eurofound, Dublin, Ireland*

ABSTRACT: The changing nature of work poses many opportunities and challenges for current models of supported employment. This presentation will prompt discussion on the changing nature of work due to globalisation, technological progress and changing demographics. Not only will these changes impact on the kinds of jobs available, but they also have implications for the availability of “decent work”. How will people with disabilities in supported employment fair in this new work environment? Will work pay enough to raise people out of being at risk of poverty? How can we fulfill the ambitions of the UN CRPD and the SDGs in this new emerging context?

Automation is estimated to impact on 60% of jobs by taking over a third of their tasks. How will jobs be reconfigured and what kinds of jobs will remain? What kinds of skills will workers need? Can supported employment models respond appropriately to ensure that populations it supports are prepared and protected in this new world of work? How can supported employment support the development of digital literacy and the soft skills required for the jobs of the future?

These challenges are real and current. They may also offer unprecedented opportunities for many people with disabilities who seek non-traditional working arrangements. Can supported employment models develop the agility to deal with this complex and changing work environment and ensure that people with disabilities are supported to participate and contribute positively? How can we ensure that work raises people out of poverty? Conversations about the future of work need to look at income for those reliant on a mix of social welfare supports and supported employment income. We need to tackle the growing gap between high quality and low quality jobs and ensure that everyone has decent work.

There is also an issue that governments face in terms of supporting millions of workers transition to this new world of work. How will governments support transitions and reskilling of workforce? What can be learnt from the Supported Employment model? How can supported employment support transitions for those most at risk of being left behind in this massive societal change? We must ensure that people who acquire disabilities in working age are not left out of this changing world. What opportunity might the need to reskill workforces pose for mainstreaming supported employment models that focus on job retention for those with an acquired disability?

Ultimately, this may be the greatest opportunity for the maturation of the supported employment model across Europe, ensuring that learning can be transferred to other target groups, but also ensuring that the needs of people with disabilities are mainstreamed into a wider understanding of supported employment. The question we wish to discuss is: are we up to the challenge?

The future of disability employment in Australia (R. Kane)

Mr. Richard Kane¹

¹*Disability Employment Australia, Preston, Australia*

In 2015 the Australian government announced a significant review to its Disability Employment Services (DES) program, a service that had for 30 years been assisting people with disability find sustainable employment in the open market. Currently the DES program has about 180,000 people with disability being assisted. The critical driver to the review was to align the new DES with the key principles of the nascent National Disability Insurance Scheme (NDIS), which is the biggest social reform in Australia since Medicare (universal health services) in the 1970s. The NDIS came out of incredible advocacy but was cemented through Australia's ratification of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD). This led to Australia creating its National Disability Strategy and the NDIS. DES, itself a legislated program, was for the first time being considered and reviewed through a lens that not only responded to Australian disability policy but to international agreements. The review was completed late last year. Since then there has been an administrative process to determine which providers would be given a licence to operate and the transition from the old to new DES. As of 1 July we are operating the new DES. Core changes include more choice and control for the participant, turning the sector into a market model and restructuring the service and outcome fee model to put pressure on providers achieving more employment outcomes. However, there is an underlying expectation, which is the desire for the DES program to intersect with the NDIS. Government approved the NDIS following a Productivity Commission report in 2011 that demonstrated through an actuarial model that more primary and secondary supports for people with disability would build people's confidence to seek employment and independence. It is estimated that when NDIS is fully operational by mid-2020, with 460,000 people registered that approximately 30% of NDIS participants will seek support and assistance to find sustainable employment. The DES program is nominated as the key to providing that support and success. There is already one NDIS activity (the School Leaver Employment Supports - SLES) that aligns with DES. It is expected that there will be more direct alignments developed during the next 3 years. Australia is undergoing significant reforms to allow people with disability more access and inclusion in society and community through the NDIS and the role DES will play. It is expected that we will see innovative models come into being and that a greater relationship will be formed between evidence based trials and best practice service assistance and supports. There is also the potential for unintended consequences, such as the market shrinking to only a few major providers, thus reducing choice. This presentation will cover the history, policy intents, how the new DES is rolling out and what the next 2 - 5 years might look like in Australia. Most importantly, it will highlight what Europe might observe and consider from Australia's bold engagements.

Wednesday 29 May 2019

**Programme Line 1:
Policy Making and new results**

10:15 – 11:00 hours

"Hire me" - Including people with severe mental illness in supported employment teams (M. Mutos, X.Benzal)

Mr. Xavier Benzal, Ms. Montse Aulinas Masó¹, Ms Mònica Mutos², Ms Ester Triadó¹, Mrs Anna Güell³

¹Grup Fundació Ramon Noguera, Girona, Spain, ²Fundació Drissa, Girona, Spain, ³ECOSOL, Girona, Spain

Work is an important form of participation in social production and an inclusion mechanism, as it facilitates the development of social relationships, as well as participation in many other aspects that involve the exercise of citizenship rights. Work is a remarkable therapeutic tool in the process of psychosocial rehabilitation.

Although in recent years there have been an increase of programs to promote social inclusion of people with mental illness, current coverage, either public or private, is still insufficient. New professional profiles and ways of supporting people are required.

The main objective of the initiative we promote and present hereby is to empower people with mental illness problems in order to improve their employability through the creation of new professional profiles. We propose an innovative action consisting on incorporating a person with mental illness in the employment support service of our organization (a new profile that conventionally is not meant to be occupied by people affected by severe mental illness problems).

The employment support service of our organization, whose main purpose is to improve the quality of life, autonomy and social inclusion of people with mental illnesses, is targeted to:

- create new professional profiles
- incorporate people with mental illness in our professional teams
- improve the quality of the service in the open labour market
- empower people with mental illness problems
- improve the satisfaction of our service users

After a period of adaptation, the person is empowered enough to perform employment services tasks, such as:

- active participation in the job search groups by providing offers
- personal accompaniments in procedures related to job search
- business prospecting
- administrative procedures
- driving computer literacy groups
- support in the reading comprehension groups

This first pilot experience has been very positive and we think that it can be transferable not only to other vulnerable groups such as people with intellectual disabilities and people at risk of poverty and social exclusion, but also to other services of our organizations (e.g. housing services).

Inclusion of Persons with Disabilities from a Human Rights Perspective (C. Lopez)

Mrs. Constanza Lopez¹

¹*Avanza, Viña Del Mar, Chile*

Understanding disability from a social model, challenges for labor inclusion of people with disabilities from a human rights perspective could be explained by various exclusion factors, including structural economic and cultural barriers.

Economic factors would be associated with the precariousness of labor market, and cultural factors, related to discriminatory attitudes and practices in intimate, private, public and social spheres.

Due to these economic and cultural barriers people with disabilities would not have fully realized a human right, the right to work, since they would not be in a position to exercise citizenship in the dimensions of participation and belonging, finding gaps in their interaction with the environment, in the use of services within the community and in the development of satisfactory interpersonal relationships.

There are models of social and labor inclusion that contribute to changing this reality, such as Employment with Support, promoter of social inclusion through work. The values of the model are in effect aligned with the general principles of the UN Convention on the Rights of Persons with Disabilities in article 3, such as respect for inherent dignity, non-discrimination, full and effective participation, equal opportunities and accessibility. Also points d, e, i and j of Article 27 related to support, assistance and reasonable adjustments in the labor inclusion process, are in accordance with the intervention line proposed by the model. Together with the above, the model is aligned with the CRPD vision on social inclusion (article 19).

Complying with the standards of the CRPD is difficult because it implies a paradigm shift in the conception of persons with disabilities and their role in the labor market. For this, it would be necessary to have a solid legislation that protects the rights of persons with disabilities, based on the principles of accessibility and non-discrimination; in as much it will be necessary also that this legal frame becomes culture, by means of a rights approach.

In accordance with the proposal in article 29 of the CRPD on participation in political and public life, and understanding the right to work as fundamental to the exercise of citizenship, challenges associated with the paradigm shift and comprehensive models in disability persist, in order to end stigmatization and generate economic and cultural structures that contribute to build the identity of the collective from diversity and law.

This presentation and research seeks to reflect the need to promote self-management and political participation of people with disabilities as a collective, the incidence of their demands in the public and social space, and mobility and positioning in structures of power and decision making.

Lessons from the last 10 years of "Supported Employment" in Australia (R. Macfarlane)

Mr. Robert Macfarlane¹

¹*Maccess, Collingwood, Australia*

Three lessons from the last 10 years of "supported employment" in Australia come to mind:

1. Universal federally-funded disability employment service entitlement has not been enough to bring down higher-than-average unemployment rates of people with disability
2. Ongoing federal government "sheltered workshop" funding continues to limit the "mainstream" integrated supported employment opportunities for those with more significant disabilities.
3. Evaluate performance and be careful how you design a milestone-based consumer-focused service delivery model.

This presentation will look at recent developments in the Australian supported employment service delivery model (including funding approaches/levels and job placement/ retention statistics) with a view to drawing some lessons and caveats for the future of supported employment generally.

Wednesday 29 May 2019

**Programme Line 1:
Policy Making and new results**

11:30 – 12:15 hours

Employment in Northern Ireland's Civil Service: Social Barriers and Hyperbole Mean Disabled Need Not Apply (J. Olsen)

Mr. Jason Olsen¹

¹*Ulster University, Newtonabbey, United Kingdom*

The representation of people with disabilities in the Northern Ireland Civil Service (NICS) is approximately 44% less than that seen in the civil services of the United States (US) and Great Britain (GB; i.e., the United Kingdom sans Northern Ireland). Various proactive approaches to employing people with disabilities are cited for the success of the US and GB's efforts to increase the representation of disabled people in their civil services. This is important because governments as employers can be the catalyst for large-scale social change. The US and GB governments have demonstrated an intention to be this catalyst. They have done this by (a) establishing goals for the hiring of disabled people; (b) naming executives responsible for reaching these hiring goals; (c) utilising special hiring authorities; (d) executing guaranteed interview schemes; and (e) applying regulations and laws designed to employ and protect people with disabilities. These activities could be adopted in Northern Ireland (NI) to address the current inequalities in the NICS. However, the question remains whether a government that believes it has achieved disability equality in its civil service, despite comparators that say otherwise, can or will make such a concerted effort. An analysis of over 60 US, GB, and NI government and assembly documents, reports, and laws are examined and compared through the lens of critical disability theory (CDT) to identify the disconnect between the representations and the reality of figures presented about the inclusion of those with disabilities in the NICS.

Mainstreaming and making Supported Employment part of the ordinary services (M. Kristiansen)

Åsne Aarskog¹, Marius Kristiansen¹

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In December 2016 there were three municipalities offering SE-services in Østfold county. In total there were 3 IPS employment-specialists and 4 SE employment-specialists, and these were mostly financed through project funds. In addition, "Centre for Jobcoping", a county-wide service established in 2006, had 3 employment specialists on staff.

Today, less than 2 years later there are 10 teams with over 40 employment specialists in the county. An expansion largely funded locally by reallocating resources. The County wide "Centre for Jobcoping" have doubled their capacity with additional 3 employment specialists.

While coping with this large-scale build-up, we had 265 job starts in the period January 2018 - August 2018. By August 2018 there were about 500 people in the total portfolio, and we are aiming for the expected capacity of 700 by the end of this year.

Most importantly; we have an average success rate of 60% working and/or studying when exiting the service.

From being a small service with very little resources, hidden away in a few municipalities, we now have available SE-services in municipalities covering about 90% of the population in the county.

To strengthen the emphasis on the SE and IPS method, and to facilitate further nationwide expansion and learning, we have now established a Resource Centre for IPS and SE in Østfold. The centre has one full-time employee, as well as five experienced supervisors working part-time at the centre to utilise their field experience and ensure that the centre is relevant and flexible in meeting the needs of both new and experienced programs. The aim is to support local services and develop the service further in respect to digital tools, management systems, quality assurance, implementation of new services and other needs that may occur.

The presentation tells the story of the build-up, emphasizes the factors for success, acknowledges the challenges and how we got through.

Supported employment as the new social cause of struggle of tradeunions: Metallurgic syndicate's experience (S. Sousa)

Mrs. Sebastião Sousa¹

¹ABEA, São Bernardo Do Campo, São Paulo, Brazil

Abstract

The communication in the 13th EUSE Supported Employment Conference will approach the history of the ABC Metallurgic Syndicate (SMABC) regarding the work rights for people with disabilities, contextualising them with the Brazilian reality. Within this perspective, amongst the many accomplishments of SMABC, the emphasis will be on a reflective process, mobilisation and organisation which brought the insertion of the Supported Employment to life as a recent concept for actions and deeds within the unions. Therefore, the creation of the Metallurgic with Disabilities Committee in SMABC and in the Central Única dos Trabalhadores (CUT), the participation in the Câmara Técnica sobre Empregabilidade da Pessoa com Deficiência do Governo Brasileiro and also, the creation of, as a partner founder, the Associação Brasileira do Emprego Apoiado (ABEA) will be reported. Activities performed by the SMABC in the ABEA will be shown as well, some of them highlighting the action within the scope of the Metallurgic Federation in State of Sao Paulo's CUT (FEM/CUT). The results were the negotiation and approval of a clause about the Supported Employment in Collective Conventions from FEM/CUT, probably, the first clause of Supported Employment within this scope of attainment on the rights of workers. Lastly, the communication will describe the Supported Employment challenges and perspectives for the Brazilian Syndicate movement.

Wednesday 29 May 2019

**Programme Line 1:
Policy Making and new results**

12:30 – 13:15 hours

"Not lost in transition" - Cooperation across agencies to improve school to work transition for young people with disabilities (I. Veznikova)

Ms. Ivana Veznikova¹

¹*Koordinationsstelle Jugend - Bildung - Beschäftigung, Wien, Austria*

Background: At the beginning of the millennium, numerous projects and programs were in place in Vienna with the aim of supporting young people with disabilities in successfully transitioning from school to further education or work. Various institutions initiated different support measures for different target groups with little communication and networking between authorities. What ensued was a multifaceted, yet scattered project landscape and tedious, often complicated transition processes, as neither funding bodies nor professionals in the field of school to work transition and disability had a good overview of available forms of support.

To aid the situation, representatives of the Public Employment Service (AMS), Federal Social Office (SMS) and Vienna Social Fund (FSW) – all key institutions in the labour market integration of people with disabilities - commissioned a coordination unit that would facilitate communication across agencies, and assemble, create and disseminate information relevant to school to work transition of young people with disabilities in Vienna. As the concept quickly proved successful, the unit's competencies and partner organizations expanded. In 2009, the Vienna Employment Promotional Fund (waff), responsible for labour market policy of the province, joined the cooperation system.

Since then, the coordination unit supports the founding authorities in implementing a political initiative known as Vienna Training Guarantee. This initiative comprises all measures that support young people between 15 and 21 – and those with disabilities until age 24 - to obtain education beyond compulsory schooling.

Other activities include information management and analysis, i.e. improving access to information for professionals in the field/employees with funding authorities, creating reports on vocational inclusion measures for young people (with disabilities). Data analysis and reports on topics related to this target group. Facilitation of networking between different projects and existing regional support structures (e.g. open youthwork, youth welfare, etc.) Organisation of meetings and/or workshops on topics related to education and labour market inclusion of youth, such as "support of girls and young women", "labour market integration of people with mental illness", etc.

Objective: The presentation seeks to illustrate how communication and information dissemination across funding agencies can be improved and how such improvements positively affect the school to work transition process as a whole. After a brief overview of the coordination unit's history and activities, the process of improving communication between funding bodies will be outlined. Thereafter, concrete effects of the coordination unit's activities on different groups of people with disabilities; professionals in the field, as well as funding agencies involved in school to work transition will be given.

Finally, current activities and challenges will be presented and discussed.

Brazilian Supported Employment Association in Brazil - personalizing the Right to Work of the person with a disability (S. Dos Santos, M. Kamp)

Prof. Sílvia Dos Santos¹, Mr Michael Kamp¹

¹*Associação Brasileira De Emprego Apoiado, São Bernardo do Campo, Brazil*

ABSTRACT: In order to verify the reality of the Work Inclusion of people with disabilities and in situations of vulnerability in Brazil, scholars and people linked to companies, unions and institutions that attend people with disabilities, seek new models and strategies from the use of the EA Methodology, which is proven to be effective in enabling the above-mentioned groups to have access to formal employment and to maintain and progress in it. ABEA - Brazilian Association of Supported Employment, Non-Profit Civil Association, was founded on April 9, 2015, is open to the participation of individuals with and without disabilities, and legal entities such as NGOs, Companies, Foundations, Assistance Entities, Universities, Unions, Secretaries, Ministries, among others.

ABEA brings together all those who contribute to the implementation and development of AE throughout Brazil through the dissemination of its principles, values, procedures, instruments and methodologies that characterize it, drives new projects, research and technological development.

Carry out registration, referral and professional accompaniment of people with disabilities, orientations to families, Unions and companies. During the process, it offers quality support, valuing and stimulating the potential of these people with ethics and respect.

It brings to the ball the most inclusive issues related to work and quality of life, it invests heavily in labor inclusion, so that this Methodology can be replicated throughout the Country, empowering people with disabilities and their families in the realization of their rights and in a more just and inclusive society. Emphasis is placed on job inclusion as a way of improving health, since working, the person feels happier, proves his full capacity, regardless of his disability, becomes productive, autonomous and active in social life.

In partnership with the Public Labor Ministry, ABEA proposes an opening for companies that have difficulties to meet the quota of Persons with Disabilities, invest in the professional qualification of these people, making them increasingly efficient and effective, so that when they rise a placement, can be maintained successfully.

The Association also intends to present a Bill in Brazil to support the creation of the Job Support Technician function in the CBO - Brazilian Code of Occupations.

The results are very positive, as the interest of the various segments in providing conditions for the inclusion of people with disabilities is increasing and with ideal conditions, dignified and prosperous work. More and more Partners are joining ABEA. Some Trade Unions were made aware of and included the Clause on the Methodology of Employment Supported in their Labor Conventions.

The results bought how much it is necessary to invest in the positive discrimination, offering equal opportunities of equality in work situations. The horizontal effectiveness of fundamental rights is remarkable, personalizing the Right to Work.

Succeeding in Supported Employment within the Public employment service (A. Sto)

Ms. Ane Stø¹, Ms Elisabeth Harder¹, Mr Trond Wetlesen¹

¹NAV, Norwegian Directorate Of Labour And Welfare, Oslo, Norway

This workshop aims to show how the Norwegian directorate of labour and welfare is implementing Supported Employment as a mainstream service in local Jobcenters across the country.

The national supported employment program employs approximately 400 employment specialists in 2018. Investigation shows that 52,4% of the program participants in 2017 had transition to a paid job. The results of 2018 is expected to rise even further.

For the Amsterdam conference in May 2019, we wil make an effort to present fresh figures of the outcome/results of transition to paid jobsand figures that shows how long the jobseekers stays in the program before a successful transition, and more significant data aobut the service.

The Norwegian SE service is one of the largest in Europe , and the Norwegian directorate of labour and welfare are currently expanding the program. The objective is to build a sustainable system of management, to establish a national standard of education for employment specialists and a quality framework customized to the Jobcenters.

To secure the national SE-program the directorate have worked hard to overcome obstacles within a rather complex public service system. One large obstacle is identified as implementing the idea of no exclusion and that everyone has the right to be included in the workplace.

This workshops aim is also to explain how the employment specialists in this program works together with regular caseworkers in the Jobcentre, and how they use available labour market measures to include more people to a paid job

The presenters in this workshop will give the attenders insight in the experience with the program so far. We want to tell the story of what we have learned, how we collaborate with other services within the Jobcenter, problems we have solved during the first two years, and of course the outcome so far.

We want to engage the attenders of the workshop to ask questions, and rise discussions on the challange of implementing SE service into public Jobbcenters.

XIB networking: The collaboration between public administration, social organizations and the business sector (M. Badia)

Mrs. Lola Montejo Cunilleras¹

¹XIB- IMPD- Barcelona City Council, Barcelona , Spain

XIB networking: The collaboration between public administration, social organizations and the business sector.

XIB (Barcelona Labor Inclusion Network) was founded in 2014 with the purpose of promoting job insertion of people with disabilities and/or mental disorders in the regular job market.

This is a joint public and private effort driven by Ajuntament de Barcelona (Barcelona City Council) through IMPD (Municipal Institute of People with Disabilities) and seven additional social organization from the city (Aura Fundació, ACIDH, Fundació El Tres Turons, Fundació Joia, Fundació ECOM, ACAPPS, and Fundació Catalana Síndrome de Down).

From its outset until now, XIB's goals and lines of action have been oriented towards the creation of a collaborative management model between Barcelona City Council and social organizations involved with labor inclusion in the open labor market.

As an initial step, led by the Job Advisory Team from IMPD, has required a first stage where actions had been directed towards the exchange of information and knowhow about the needs of people who have benefited from social aids and the needs of their families; about the different actions by the teams that manage labor inclusion, with their failures and success stories; and, finally, about the concerns and uncertainties that have arisen during the labor inclusion of beneficiaries of our services due to changes in enterprise behavior, and due to new approaches in the working place.

The outcome from this initial stage, essential to establish trust and awareness as a network, has been to advance in a fundamental challenge, namely, the design of joint strategies addressed to key social agents that are involved in labor inclusion, such as medium and small enterprises within the City. Because of this, in 2017, the project INCLOU FUTUR (Include Future) was signed with PIMEC (Association of medium and small companies) and PIMEC Foundation with the aim of establishing a partnership with this type of companies and getting them involved in the labor inclusion program. We regard the latter as a process that involves three agents. On the one hand, the potentially hiring company that has job vacancies to fill; on the other hand, the person with disabilities that is seeking a job, and finally the counselling services that assists in the labor inclusion process.

The actions taken have two main purposes. On the one hand, to have the team work between the key relevant labor inclusion agents improve the different processes while it becomes a quality model. On the other hand, to increase and to improve the hiring of people with disabilities and mental disorders in the open labor market.

Tuesday 28 May 2019

Programme Line 2:

Delivering support and quality - what works?

12:30 – 13:15 hours

‘Positive Action – Making it Work’

Working in partnership to promote best practice in supported employment (A. Curran)

Mrs. Aisling Curran¹, Mrs Michelle Morris¹

¹*Belfast Health & Social Care Trust, Belfast, United Kingdom*

Background

Employment is a key driver of social wellbeing, social mobility and inclusion and is a very positive contributor to our overall health and wellbeing. The Belfast Health & Social Care Trust employs 22,000 staff. As a health and social care provider, a key challenge related to the economic inactivity of disabled people. It had previously developed an innovative recruitment pathway for mental health service users which positively impacted on the lives of those securing employment and training opportunities and on the delivery of the service. It involved a review of recruitment and selection and ongoing support needs of new recruits and their teams. This meant frank, open conversations, giving explanations and offering reassurances.

A film on mental health and employment was produced raising the profile of the range of ways we can support employees. It has been widely distributed is used as part of training in social work and occupational therapy at the Ulster University.

The mental health programme continues and provide inspiration to look at further employability opportunities. In September 2017, we established a Project Group to develop a programme tailored to the needs of persons with a learning disability.

The Programme

Believing that to appreciate the skills that people with a learning disability have, they must be visible within our workforce and recognising the very positive contribution to they can make the Project Team focused on a variety of support roles. This included portering, domestic services and waste management which had previously proved popular areas with Learning Disability organisations seeking placement opportunities. Working with senior management and a range of community and voluntary sector organisations specialising in learning disability we developed an employability programme leading to permanent employment within the Trust.

Using the six core strands of the Support Worker induction programme we developed a 14-week programme combining classroom and placement based learning. Topics include Customer Care, Health & Safety, Moving & Handling and Infection Control.

Each unit, endorsed by the Open College Network is delivered over 3 days by a Tutor from the Belfast Metropolitan College supported by the Trust Training Team. For the Placement days the trainees are given a “buddy” who they shadow. Supervisors, Managers and Buddys received awareness training on Learning Disability through one of our partner organisations.

The Future

The programme demonstrates a unique approach within the Health and Care sector and beyond. It has pushed boundaries on previous practice which provided training and placement opportunities but no sustainable employment.

The breadth of experience, knowledge and enthusiasm from the Project Team has been phenomenal. We also benefited hugely from the support of the Equality Commission for Northern Ireland and NIUSE.

The Trust has embarked upon a journey to create sustainable employment opportunities for some of the most disadvantaged in our society. This process has not been without challenge however the true spirit of partnership working has enabled us to overcome these to date. We want to share our journey encouraging others to adopt positive action measures and to ‘make it work’!

DESC 2 - Equal opportunities and career security for young people with disabilities in Europe - Deployment on the ground (S. Ben Abdallah)

Miss. Samah Ben Abdallah¹

¹*Ladapt, Pantin, France*

Experiment and evaluate career security and supported employment through the network of 4 European partners (France - Belgium - Spain - Italy).

To this end, we will involve 20 organisations, 500 people with disabilities and 140 employers. We are creating an evaluation method with professionals in the field, in order to measure the performance of the inclusive strategy of supporting people with disabilities to integrate through employment. We collect, analyze the results, and search for success stories.

There is no measurement of the quality of service or its performance to date. Both Member States and the European Commission report a lack of statistical data that allows a reliable reading and measurement of effectiveness over the duration of supported employment.

We propose the creation of a collaborative evaluation method. Every year statistics, success stories will be presented.

Effective partnerships with employers (J. McComb)

Mr. John McComb¹

¹*Include Youth, Belfast, Ireland*

Include Youth has almost forty years experience of supporting and providing a service for care experienced young people, across Northern Ireland.

In particular since 1989, The "Give and Take Scheme" have offered an employability programme for young people aged sixteen to twenty one. The young people are referred into the service by their social workers and have been assessed as not being ready to access mainstream employment, education or training. The Give and Take scheme, is a youth work model which offers a number of core components, designed to ensure that the young people are able to successfully transition into mainstream ETE.

It was not until a relatively short number of years ago when Include Youth undertook training (provided by the Northern Ireland Union of supported employment), that eventually the penny dropped, in terms of recognising the importance of employer engagement. It's fair to say that until this point, the strategy of engaging with employers was ad hoc at best. We had always provided an excellent service in terms of developing relationships with our young people, the model of supported employment provided us with the knowledge to push on and develop a way of engaging with employers, which in the last couple of years has witnessed significant benefits for the organisation alongside enabling us to provide a much higher quality of support for our young people.

We would love the opportunity to share with other participants at the conference how we have developed this aspect of our work. We now talk about "partnerships with employers", who have recognised that they need to fulfil their social and corporate responsibilities.

We have been able to develop these partnerships with a host of employers who offer a range of opportunities for our young people ranging from business mentors, mock interview workshops, employer inspiration days, to work tours, work tasters, individual work experience, and paid employment.

Organisations such as Ulster Rugby, FIN TRU (a financial services company) and CAMLIN (a technology company) have named us as their official charity partner.

The biggest employers in Northern Ireland "The Belfast Health Trust" and "The Western Health Trust" awarded Include Youth the contract to manage their employability service for young people.

At the workshop we would want to share how we have been able to successfully ring-fence posts within the health service for care experienced young people, as well as being able to have care experienced young people named in social clauses. These initiatives have directly resulted in paid employment.

Another big employer "The odyssey" have co-designed programmes with us called "The ice academy" and "Aiming for success", which resulted in paid employment for the young people.

The workshop would provide us with the opportunity to share best practice with employers, as well as demonstrate how we have been able to develop our model successfully through introducing the main principles of supported employment.

Peer Training for deaf and hearing people and Peer Counselling as practical examples of Inclusion in the Labour Market (R. Biela)

Mr. René Biela¹

¹*Gehörlosenzentrum Zwickau, Zwickau, Germany,* ²*Landesdometscherzentrale für Gebärdensprache, Zwickau, Germany*

This presentation has the aim to get to know two tools which were used successfully by our organisation for the inclusion of people with different communication needs.

The first one is a Peer Training for deaf and hearing people. It is focusing on the labour market. It is used to create better conditions for the collaboration of people using different forms of communication and for a perseverance of the employment of deaf people. The intersection of different life environments needs to see the requirements of deaf and hearing people. The process of the training includes the requirements of the employer, the deaf and the hearing co-workers. The presentation will show the different parts of the process.

The second tool is a kind of Peer-Counselling which was implemented by law in Germany in the year 2018. It is a possibility for differently abled people to be counselled by peers. The concept includes the determining factors of accessibility, independence, knowledge and participation. The presentation has the goal to share the experiences our organisation made during the process of implementation.

Supported Employment for newly-arrived refugees and migrants with significant assistance needs: a research-based handbook for practitioners (L. Stene-Job)

Dr. Tatiana Maximova-Mentzoni¹, Senior researcher Øystein Spjelkavik¹, Senior researcher Angelika Schafft

¹*Work Research Institute, Oslo Metropolitan University, Oslo, Norway*

This presentation aims to introduce a research-based handbook for employment specialists applying Supported Employment on migrants with complex assistance needs. The handbook is a result of a three years of exploratory action research project “Supported employment for migrants with complex assistance needs” financed by the Norwegian Directorate of Integration and diversity. The main research question in this study has been “What characterizes Supported Employment adjusted for migrants with complex assistance needs?”

The target group “migrants with complex assistance needs” has in the project been defined as newly-arrived refugees and stay-at-home migrant women with no to little previous labour market integration. This is still a rather heterogeneous group with complex assistance needs. However, very few of the migrants receiving SE-follow-up in the project had diagnoses typical to traditional target groups in SE. The presentation will address the types of assistance needs for the described group of migrants uncovered in the project.

The handbook builds on a five stage process for SE and a toolkit developed by EUSE, as well as the results of the Erasmus-project “Quality framework for SE”. It provides the descriptions of different methods to be employed in follow-up of migrants with complex assistance needs in relation to the five-stage process. It offers illustrations of conversations, questions for reflection as well as reflection tools for practitioners. The particular focus is in methods I given to methods of client engagement. Further on, the handbook suggests an adapted quality framework/fidelity scale for implementation of supported employment in labour market measures for migrants.

The pitfalls and success factors in the workrelation between jobcoach and coachee 1 (H.Jongen, F. Griffioen)

Drs. Havva Jongen, Frans Griffioen

¹*Elan Training, Ulvenhout (breda), The Netherlands*

With the tandem as the central workingmethod / metaphor we invite you to experience the pitfalls and the success factors in the workrelation between jobcoach and coachee.

In different exercises on the tandem the pitfalls are made perceptible by resistance while cycling. The success factors are made perceptible by fluent cycling through the cooperation between jobcoach and coachee. In the exercises we explore different Supported Employment practices by: ACTION - REFLECTION - ACTION.

Successful interactions, cooperation and Supported Employment lead to participation and jobs with perspective!

Curious? Come and join us!

Tuesday 28 May 2019

Programme Line 2:

Delivering support and quality - what works?

14:30 – 15:15 hours

Keys to successful labour market integration of refugees (B. Schuiling, M. Yemane)

Drs. Hawva Jongen¹, Frans Griffioen

¹*Elan Training, Ulvenhout (Breda), The Netherlands*

From 2015 till 2017 the number of refugees coming to Europe has intensively increased. 13% of these refugees is able to get a job straight away (although mostly below their level of education), 15 years after settlement in the Netherlands only 57% of the refugees has a job (in contrast to 80% of people without a migrant background). Besides economic waste, this leads to strong effects on the financial family situation, mental health and the degree of social participation.

Elan Training and Bas Schuiling Consultancy BV have joint forces to make a difference. By training professionals to coach and support refugees in the most effective way, we shorten the path to social and labour market participation. In this workshop we will discuss a number of keys to successful labour market integration of refugees, including orientation on the job market, the role of the coach and support of employers.

Managing neurodiversity in companies (M. Hurkens)

Drs. Marcel Hurkens¹

¹*ITvitae HRplus BV, Amersfoort, Nederland*

ITvitae HRplus is member of the ITvitae Group, an ICT expertise centre for neurodiversity (mainly autistic and highly intelligent people). Main goal of the ITvitae Group is to guide and train (upcoming) ICT specialists with neurodiversity to a suitable and sustainable job. Neurodiversity can contribute well to solving complex tasks within ICT because it requires different thinking

The mission of ITvitae HRplus is to make neurodiversity-proof companies. We are convinced that neurological differences like autism and ADHD are the result of normal, natural variation in the human genome and a competitive advantage to companies¹. Our view is increasingly supported by science. That science suggests conditions like autism have a stable prevalence in human society as far back as we can measure.

We do everything to promote company neurodiversity. That means not only coaching employer and employee but really partnering with companies. We provide information within the organization, we train teams and we support the HR department in shaping the neurodiversity policy. If things don't work out for employer and employee we support them in finding solution within or outside the company.

We will give a presentation about managing neurodiversity in companies. We'll do that together with an employee and an employer who successfully integrated neurodiversity in his or her company. We will not only present great success stories, but also share our failures, pitfalls, frustrations and miscommunications. In the end they are all essential to a successful integration of neurodiversity in the organization.

1R.D. Austin, G.P. Pisano. Neurodiversity as a competitive Advantage. Harvard Business Review may-june 2017 Issue.

Pameijer Works: Making a difference (S. Mersch)

Mr. Steven Mersch¹

¹Pameijer, Rotterdam, Netherlands

1. Making a difference

Promoting inclusiveness is one of the core values of Pameijer. We support people with a mental or physical handicap and their personal/familiar network to break down barriers and play a valuable role in society.

2. The power of innovation

Pameijer strives to provide our clients with the opportunity to fully participate in average day society. In order to achieve this, we believe getting a real job is an essential part. Therefore we moved away from old fashioned 'work centers' for people with a disability and started to collaborate with actual businesses, both small, medium and large in size. By working together with entrepreneurs, we created solid opportunities for our clients to grow towards a fully paid and fulltime job. In the past years we learned by trial how to achieve the best results possible and adapted our portfolio likewise to guide our clients towards success, step by step if necessary.

3. How to innovate?

At Pameijer we know from experience that some clients need a fair amount of guidance and training to get to the necessary level of job-readiness. Therefore we developed a solid, experienced based method to educate and support them, both on- and offline and with the help of family members and friends.

Our innovating method is based on the principles of:

- Providing clients with specific training for personal development.
- Providing clients with a real job.
- Providing businesses and clients with a coach on the job.
- Clients grow and learn much faster in a 'real' environment that actually provides a challenge.
- Some clients that have already 'graduated', are hired by Pameijer to motivate new clients.
- Pameijer takes care of any bureaucracy with government agencies.
- Whenever the client is ready, Pameijer slowly let's go and the business takes over.

In order to provide the right support for both clients and companies, we use the 'INVRA-arbeid' tool. This tool allows us to fully comprehend the current skill level of new clients and connect them with interesting jobs that match their current qualifications.

4. Working together towards more real jobs

Pameijer has invested a lot of resources to create a network of companies that have an interest in building a stronger society. Our current partners come from a wide variety of backgrounds and include for example Gamma, Bouwmaat, Hogeschool Rotterdam, Laurens, Humanitas, Dirk van der Broek Shell, Ooms Real Estate, Intratuin, Uit je eigen stad and Crafword & Company. Every day, our staff works toward expanding this network of multinationals, schools and local businesses and, with our jobcarvers, aim to create an ever wider range of opportunities for our clients. Pameijer continues to be committed to the power of innovation and providing our clients with real jobs and a valuable role in society.

Take A Flight Across Canada (A. Borrows)

Ms. Annette Borrows¹

¹*Canadian Association For Supported Employment (CASE), , Canada*

This workshop is designed to take you on a virtual flight across Canada, the second largest country in the world! We will land in each of the 13 provinces and territories to share innovations in Supported Employment best practices from very unique perspectives. From urban to rural, self-employment and social enterprise, mentoring and job coaching, employer lead initiatives and strategies in marketing the "return on investment" by hiring a diverse workforce.

The Canadian Association For Supported Employment (CASE) is made up of members from all the sectors. We are a non-profit association that has operated in Canada for over 20 years and strive to bring employment equality to our nation. Even though we are one country, our funding for employment services is different from province to province. It really is like having 13 countries in one. While that can prove to be challenging, it also pushes for innovation and thinking outside the box. CASE is a conduit in sharing these innovations and networking the country together through the annual conference, special federal projects and being available for on-going networking. We look forward to taking you on this journey and sharing successes. Follow-up for tools and resources will be offered.

Using "IPS Fidelity Scale" for SE with no integration in Mental Health (K. Gjeterud)

Mr. Karl Petter Gjeterud¹, Kine Lium²

¹Resource Centre IPS & SE, NAV Østfold, KRÅKERØY, Norway, ²Hadeland IPS, Gran, Norge

Quality assurance is an important part of successful implementation of SE/IPS in Norway. In Østfold County and Hadeland we are using the IPS Fidelity Scale not only for services with an integration in mental health. In addition to people with different kind of mental health issues we work with people from other disadvantaged situations such as:

- refugees,
 - language challenges,
 - low or irrelevant education,
 - drug related problems,
 - physical health,
- and more.

Inclusion criteria is that they want a job and are in need of support and follow up to get and stay in a job. We chose to use the IPS Fidelity Scale because it is validated and proven to get more people in job. We want to discuss the pros and cons of using the "IPS Fidelity Scale" for a wide range of target groups without changing the "Fidelity Scale".

Having a practical approach to the "Fidelity items" to explore why it would be beneficial to use the items to score even if there is no connection to "Mental health practitioners". What is beneficial to clients in the portfolio, comparing that to a recovery approach and what that would be in respect to different target groups such as above.

Tuesday 28 May 2019

Programme Line 2:

Delivering support and quality - what works?

15:45 – 16:30 hours

Exploring Employment for Transition Aged Youth through Pre-Employment Transition Services and Customized Employment (L. Owens)

Dr. Laura Owens¹

¹*TransCen, Inc./University of Wisconsin Milwaukee, Milwaukee, United States*

For many students with disabilities, completing high school is not enough. To succeed in their continued educational and career planning, students should have opportunities to develop cognitively and socio-emotionally, and to obtain workplace competence and career development skills.

In 2014, the Workforce Innovation and Opportunity Act (WIOA) was signed into law in the United States. One of the goals of this legislation is to provide services to students and youth with disabilities to ensure they have opportunities to receive the training and other services necessary to achieve competitive integrated employment. WIOA placed a higher emphasis on transition from school to work for students with disabilities. The five Pre-Employment Transition Services (Pre-ETS) include: 1) job exploration counseling, 2) work-based learning experiences, 3) counseling on opportunities for enrollment in post-secondary educational programs, 4) workplace readiness training and 5) instruction in self-advocacy are all areas in which school and employment services can collaborate in order to enhance post-school outcomes for youth with disabilities.

Participation Pre-ETS activities during school allows students to gain exposure to the world of work and increases their post-school employment outcomes. The presenter will discuss activities related to the five pre-employment transition services that increase experiences leading to integrated employment for youth with disabilities.

Facts - Value. Making a difference for employing (B. Johansson)

Mr. Bertil Johansson¹

¹*Activa, Örebro, Sweden*

What is it that really makes the difference for the employer to accept the offer of trying out a job-seeker?

What is the clue to a positive outcome, an employment?

There are of course different reasons for this? One reason might be that the employer has personally experiences due to her/his own disability or in the family, that you are offered some sort of subsidy to accept the job-seeker or that you must fulfil the quota system. However, I see one very significant reason that should be at our focus. Employers need a specific type of work force, or as we very often do in Supported Employment, we let the employers understand that they need this work force and that they have tasks that needs to be taken care of, Job-Carving. Of course, we have to make sure that the place of work fits the job-seeker. Environment, tasks and more motivates the job-seeker. This is when Matching occurs. What parts in the method is important to reach this optimal situation? We could call them Key-criterias. I will give a short introduction to these Key-criteria.

Trust: Having trust to a person's abilities is an essential part of success and a prerequisite to go forward to the next step. If you are able having this trust makes it possible that you together can explore skills and conditions for a coming job. If you have doubts I'm sorry to say that you won't even search. Your ability of trust and belief gives the job-seeker an empowering boost.

Vocational profile & Techniques: If you want to find positive facts that makes interest to an employer you must use different techniques specially fitted to the individuals you meet and their individual needs.

Fact - Value: The positive facts you found during your vocational profile gives the value for a certain employer. Your mission is to find that employer and communicate the value in a way that the employer gets attracted and interested in this job-seeker.

Follow-ups: How do you make a follow up with quality? What is it that makes a progression to an employment possible?

Re-integration: Why and how? (K. Smet, L. Denys, A. Boone)

Mrs. Kristien Smet¹, Mrs Lore Denys¹, Mrs Wendy Ranschaert², mr Anke Boone³, Mr. Pieter Vaes³

¹Emino, Antwerp, Belgium, ²VDAB, Brussels, Belgium, ³GTB, Ghent, Belgium

The number of employees with longterm illnesses or severe (also mental) health problems increases yearly. In Belgium, everyday an average of 7% stays sick at home. The short term absence due to illness decreased slightly last year. However the group of people with a long term absence increases year by year. In Belgium in 2017 over 400 000 people were unable to work due to illness. A full third of them struggles with psychosocial disorders: burn-outs & depressions. There are no numbers on the size of the group that is eligible for re-integration. Predictions about the future evolution of this latter group are difficult to find. As the labour market needs all available competences, it calls for action:

- A shift from 'unable to work' towards 'working with healthcare problems'
- Keep people at work (prevention and workable jobs)
- If people drop out: determine quickly and efficiently what makes it possible to return and make the return sustainable.
- Provide appropriate support

Good practices

- Urnie & Burnie

Employers need information and support about how to detect and prevent psychological problems & burnout. Urnie & Burnie is a low barrier and action oriented program: workshops, brochure, interventions on the workfloor, newsletters, tips and tricks.

- "Individual Placement and Support" (IPS) Implementation and randomized test.

In Flanders, GTB is participating as an employment service in the research project RIZIV/ULB 2018, measuring the effect of IPS over a period of 5 years. What's the benefit of embedding the jobcoaches in the employmentservice. The project is aimed at people with moderate to severe psychological frailty, with an active demand for work and a need of support. They participate in the study with the permission of their advisory physician of their health insurance. The IPS coach support the individual to find a competitive job that meets the wishes of the person.

- Rentree

Working after cancer is no evidence. Many people face obstacles and have unanswered questions, doubts and uncertainties. Together with a jobcoach they are looking for answers to these questions. The jobcoach is specialized in the rights and obligations of participants, the impact of cancer, communication with the network... Participants learn how to deal with the impact of cancer at work and how to communicate with the employer. The employer and other important persons such as the advisory physician or occupational physician are actively involved in the reintegration process. The goal is to get the recommencement of work for all parties as optimally as possible.

- Combination of group sessions and individual support: Op-Step

For people with psychological problems or psychological fragility. It's about taking steps to find a job in the normal labour market. Orientation and activation sessions in group combined with individual coaching. The group sessions are empowering as the participants share experiences with their peers. Various work-related themes are on the agenda. The coaches support the individual to find a job at the open labour market. The focus is always on the strengths and competences of the individual.

Supported employment and social inclusion – the experiences of the employees (J. Gustafsson)

Dr. Johanna Gustafsson¹

¹*Örebro University, Örebro, Sweden*

Supported employment and social inclusion – the experiences of the employees

Attention has focused on the subject of social inclusion at the workplace as a meaningful factor in ensuring employment. Supported Employment (SE)-methods are based on the assumption that social inclusion can be achieved by the co-operative efforts of the employment specialist and the employer, creating a fertile environment for natural support to take root and then grow. However, despite this assumption few studies of SE examine social inclusion or the qualitative aspects of working conditions for those supported to employment.

This interview study from Sweden seeks to examine how people with disabilities who, with the help of Supported Employment methods, are establishing themselves in the labour market, experience social inclusion at their workplaces and how their working conditions influence their experiences with social inclusion. The data was analysed with qualitative content analysis. The importance of being a valued worker and the sense of social belonging were prominent in the interviewees' experiences with social inclusion: Working in fair working conditions and being competent in the job were important to feel valued in the job. Disclosure of disability was often a help to create fairness. The sense of social belonging arises from natural support and mattering to others. Important conditions that may increase social inclusion are a well-thought-out jobmatching process and the use of natural support at the workplace. However, there is a risk that governance and incentives in the organizations, working with Supported employment methods, may influence the process in a direction where focus is more on getting people with disabilities at work than supporting them for sustainable work with good working conditions and opportunities for social inclusion.

References

Gustafsson, J., Peralta, J. & Danermark, B., (2018). Supported Employment and Social Inclusion – Experiences of Workers with Disabilities in Wage Subsidized Employment in Sweden. *Scandinavian Journal of Disability Research*, 20(1), pp. 26–36. DOI: <https://doi.org/10.16993/sjdr.36>

The pitfalls and success factors in the workrelation between jobcoach and coachee 2 (H.Jongen, F. Griffioen)

Drs. Havva Jongen, Dr. Frans Griffioen

¹*Elan Training, Ulvenhout (Breda), The Netherlands*

With the tandem as the central workingmethod / metaphor we invite you to experience the pitfalls and the success factors in the workrelation between jobcoach and coachee.

In different exercises on the tandem the pitfalls are made perceptible by resistance while cycling. The success factors are made perceptible by fluent cycling through the cooperation between jobcoach and coachee. In the exercises we explore different Supported Employment practices by: ACTION - REFLECTION - ACTION.

Successful interactions, cooperation and Supported Employment lead to participation and jobs with perspective!

Curious? Come and join us!

Wednesday 29 May 2019

**Programme Line 2:
Delivering support and quality - what
works?**

10:15 – 11:00 hours

Accessible recruitment (K. Ahonen)

Miss. Karoliina Ahonen¹

¹*Support Foundation For Children And Youth With Disabilities, Helsinki, Finland*

Our Vahti-project at Vamlas Foundation promotes the “Design for All” -philosophy in the working life. Vahti cooperates with large network of businesses, employment service professionals, youth advisors etc to create new opportunities for young people with disabilities. Together with partner organisations Vahti helps employers to realize the opportunities and benefits of diversity in the workplace.

One part of this project is to create accessible recruitment process. We are developing a model for this together with different kind of recruiters and with young people with disabilities. With interactive work shops, facilitated by Service Designer, we have gathered best practises, tools and innovations for accessible recruitment process. Different organizations can apply these tools to develop their recruitment practices, which fits their needs. With some recruiters we are doing some proto-type-testings as well.

Now organisations that are willing to recruite people with disabilities are having more difficulties with their practises and processes than with their attitudes. By developing their processes with accessible recruitment tools, they can be a part of A Design for All -philosophy which fit for all of us.

New Challenges and Needs: New Job Programme and Retirement (C. Burgos, M. Cabré)

Mr. Cristian Burgos¹, Ms. Maria Cabré¹

¹*Aura Foundation, Barcelona, Spain*

AURA Foundation is a non-profit organization founded in 1989 in Barcelona. It was the first “Supported Employment” programme in Spain. It was a pioneer programme in implanting and developing this methodology for people with intellectual disability.

Since then, AURA has achieved more than 300 contracts with prestigious companies and about 200 intellectually disabled workers keep their jobs in the ordinary workforce.

Through a brief overview of early participants’ journeys, we will present a general overview of the current situation at Aura, 30 years later, and we will share some of our best practices during these years.

We have analysed quantitative and qualitative data from the past five years and we will present the indicators that have led to success and job retention and the indicators that have caused or implied loss of employment.

In this presentation, we will focus on the innovation programme called New Job. This programme was born to meet the needs of Aura Foundation participants that have lost their job due to different issues and need help to get back to the ordinary job market.

This service aims to ensure the quality of the Labour Programme at Aura Foundation. From this program, we foster skills like overcoming frustrations, designing new professional paths and acceptance of difficulties in previous jobs to work on specific abilities or competences that we deem appropriate. This way we try to generate better attitude and predisposition in future opportunities.

Additionally, we will present the current reality of the labour programme at Aura Foundation and we will lay out the needs and challenges that still need to be solved. Challenges such as retirement age for intellectually disabled workers and funding their working years. Some of these can be dealt through commissioning a transition programme into retirement that ensures healthy ageing for our participants.

OBJETIVES AND Y OUTCOMES

Our experience has allowed us to reflect on how the job market has changed in the recent years. The current job market has more temporary contracts than permanent contracts, which causes many job losses. We have created new services to better address the current needs.

Factors that cause end of employment vary greatly. Some factors are related to the job market (production needs, changes in occupation...) and some others are related to the worker (adaptation to the work team and to working dynamics, production results, personal motivation and long term commitment...)

This new programme has allowed us to increase relocations; a qualitative increase thanks to the increase of the worker’s social skills and competences, and a quantitative increase with relocations in new jobs.

Reverse Job Fairs: Turning the Tables for Job Seekers with Disabilities (L. Owens)

Dr. Laura Owens¹

¹*TransCen, Inc./University of Wisconsin Milwaukee, Milwaukee, United States*

A reverse job fair is an innovative job recruitment event that puts job seekers with disabilities in a position to showcase their talents and experience to local employers and recruiters. Unlike a typical job fair where businesses set up booths and job seekers walk around and talk to various employers, a reverse job fair has job seekers setting up booths, and employers walking around and talking to perspective job candidates. This process allows job seekers with disabilities to sell themselves through a presentation and visual resume, putting them in a position of control. Visual resumes are important components for job seekers with disabilities to present their strengths and talents during the reverse job fair. Creating visual resumes captures a job seeker's passions, interests and desires related to their employment goals - significantly increasing their chances for employment. Creating visual resumes also engages the individual in the job seeking process in a fun and productive way.

This presenter will discuss the process planning and implementing a reverse job fairs from preparing job seekers to inviting the business community, and strategies to create visual resumes that enhance competitive integrated employment outcomes for job seekers with disabilities.

Talentscoop: How to change the mindset of social service providers, so that their workforce becomes more diverse? (P. Ruppol, W. Marivoet)

Mr. Patrick Ruppol¹, Mr. Wannes Marivoet¹

¹*Gtb, Genk, Belgium*

In Flanders, the service providers in mediation and job coaching (GTB, The Workplace Architects) and the employers' federation VERSO have created a partnership within the framework of a transnational ESF project; to enable people with a long distance to the labor market to make long-term paid employment in the social profit. The project runs until June 2019, so that we can present concrete results at the EUSE conference. Through cooperation with the European Platform for Rehabilitation we can place our findings in a European perspective.

The Flemish social profit has a very large staff shortage. Every year, an additional 40,000 people have to work into the social sector if Flanders still want quality care, housing support, youth guidance, childcare These workers can hardly be found on the labor market, yet there are still more than 200,000 job seekers and 220,000 sick people at professional working age. Flemish Social Profit still has little experience in working with a diversity of staff. Talentscope employees of GTB and The Workplace Architects jointly set up a new service for the management of the social profit organizations. Together with these managers, they examine the personnel needs and make concrete action plans. Personnel needs can be: the influx of new employees, staff turnover, retention of employees, knowing the regulations on subsidy possibilities to compensate for the loss of profit - opportunities for long-term job and language coaching, reintegration in case of illness Each social profit organization has a single point of contact (SPOC) from Talentscope that coordinates the execution of the action plans.

In a Business case with 10 social profit organizations, it is checked whether the service design works and whether the diversity in the social profit is sustainably strengthened. Together with the transnational partners ONCE Spain- Corvinus University Hungary - CRPG Portugal and the Norwegian employers' federation NHS we have built up various good practices that are useful for sharing. We are thinking of an in-depth interview guide to transform the need for diversity into actions, the appointment of a SPOC and the role / assignment of this, the roadmap to give employers visual and substantive insight into what is possible to deploy actions for their needs and to support the service provider to enter into discussions with the employer. We share the successful stories in a forum of business leaders social profit so that we can thoroughly adjust the mindset of these managers towards diversity, as well as with practitioners who can get started with the tools. Our experience is that through strong cooperation between social providers we realize effective supported employment practices. A strongly coordinated employers' approach is necessary to find and retain job seekers with a large distance from the labor market. Only through efficient cooperation between entrepreneurs, job brokers and job coaches can the labor market become more diverse. Our experience is that the Talentscope service can be transferred to other business sectors

Individual Transition Planning- The Post-School Transition for students with special educational needs at the end of mandatory school (V. Neves)

Dr. Vanessa Neves¹, Professor, Ph.D José Morgado²

¹ISPA, FCT, FCSH, Lisboa, Portugal, ²ISPA, Lisboa, Portugal

With this work, we will investigate how schools manage the transition process into the community, after graduating from school, how it is facilitated, achieved and who are the intervenients and their specific roles, their self-perception regarding their effectiveness and their sense of achievement. It is also our objective identify what are the perceptions and level of participation of all the involved ones (student, school, family, community and center for inclusive services). All educative system or any kind of educational training, aims to get a good preparation for post-school life. School is the main promoter of knowledge and skills for students, getting them the necessary tools to apply day by day with autonomy.

At long term, all educational objectives are similar to all students, regardless of their on intellectual skills, because the main objective it is that any students achieve their maximum potential, getting productive and responsible members of the society, and they can promote their one culture and moral values.

Therefore, planning the post school transition of the young students with special educational needs, is identify experiences and opportunities over the years at mandatory school, so permitting a better transition for adult life, either to continue studies or to get a job or a community experience who brings them personal satisfaction.

Data collection will be through interviews to all educational partners, students, teachers, school directors, parents and key workers in the community such as internship preceptors.

Our expectations with this project are to have a greater understanding on the processes of an inclusive transition in Portugal and the impact to all parties involved, leading the change if required to a real inclusive education accessible for all, privileging equity rather than equality.

Wednesday 29 May 2019

**Programme Line 2:
Delivering support and quality - what
works?**

11:30 – 12:15 hours

Employing People with Disabilities: Lessons from Kessler Foundation's Signature Employment Grants (E. Katz)

Ms. Elaine Katz¹, Dr. John O'Neill¹

¹*Kessler Foundation, East Hanover, United States*

Despite decades of policy making and funding for vocational rehabilitation, the employment outcomes for people with disabilities (PwD) remain disappointingly weak in the US. Less than 18% of PwD people with disabilities are employed, 40% less than the rate for the non-disabled population. Understanding what approaches best support employment for people with disabilities is both an economic and social imperative for continued growth and community inclusion.

Since 2004, Kessler Foundation has provided more than \$41.5 million to support initiatives that expand employment opportunities for PwD. Our recently published white paper assesses the diverse grants supported under Kessler Foundation's Signature Employment Grant (SEG) program from 2009-2015. The SEG program funds pilot initiatives, demonstration projects, or social ventures that generate new models to address the high unemployment and underemployment of individuals with disabilities. The paper identifies five best practices across a range of projects, bringing into one place the work of Kessler Foundation grantees and synthesizing learning from external grant evaluations. "Success" is defined by positive employment of people with disabilities, employer and program participant satisfaction, and model replicability. Indeed, more than 3,000 people with disabilities found work through these Kessler-funded projects.

In assessing more than 20 SE grants, five strategic elements emerged as success factors in employment programs for people with disabilities: 1) a focus on changing attitudes about PwD and their ability to work, 2) a person-centered approach to employment, 3) technological platforms or model documentation, 4) strong community partnerships and 5) wraparound services

Efforts to change attitudes are particularly important for PwD seeking employment, as negative social norms are often internalized, leading to low self-confidence and limited hope for employment prospects. Confronting and discrediting myths and stereotypes about the limitations of persons with disabilities vis-à-vis employment is key for employers and participants alike.

Several of Kessler's most successful grant projects used a person-centered approach. Person-centered approaches help job seekers identify the jobs and careers they are most interested in, rather than skills and limitations he or she may have and what jobs might be available.

Several of Kessler's SE grants developed innovative approaches to ensure that their models, if successful, could expand beyond the originally funded sites. For some, the collaborative nature of the partners was a key leverage point. The strongest grants also developed customized technology platforms or resource guides that fundamentally allowed for greater ease of replicability and customization by others. New technology, however, could also prove challenging to implement.

Some have deep experience developing innovative models and identifying and sharing best practices in the field using partners. In addition, strong partnerships are key to job development and placement. Organizations that developed bridges between the disability and employer community achieved greater success. Oftentimes this was done through strong partnerships with local vocational rehabilitation offices or other nonprofit employment agencies for people with disabilities. However, some of the models also established specific staff roles to support both employees with disabilities as well as employers. The session will discuss these findings and provide concrete examples of models and projects.

Experience All Inclusive (M. Baadenhuijsen)

Mrs. Martine Baadenhuijsen¹

¹*All Inclusive at Work, Utrecht, Netherlands*

Employees with disabilities can be full-fledged co-workers when colleagues and managers really understand what it is to function with a disability at school, at work and at home. This understanding can be stimulated by providing first hand self-experience. In this workshop you will have a mini experience yourself what it is like to have a disability or what it is like to work together with persons with sensory, physical, chronic or psychic limitations. We will collect your personal lessons learned from this simulation. Combined with best practices you will discover:

- The importance of participation in the labour market
- That employees with disabilities are very well capable in delivering a valuable contribution
- The importance of creative thinking towards solutions
- Which themes one has to focus on to improve accessibility towards employees with disabilities
- What one can /should mutually expect from managers, co-workers and employees with disabilities

Impact of implementing a Quality Assurance System in organizations for supported employment. Results of scientific research in EU member states (G. van Beek)

Mr. Guus Van Beek¹

¹All About Quality Consultancy, Eindhoven, Netherlands

Impact of implementing a Quality Assurance System in organizations for supported employment. Results of scientific research in EU member states.

By Guus van Beek
All About Quality Consultancy
The Netherlands

EQUASS (European Quality in Social Services) is an initiative of the European Platform for Rehabilitation (EPR). It aims to contribute to a European Social Service Sector where high-quality services ensure and promote inclusion and a high quality of life for the service users.

The EQUASS system for quality is customised for the social sector and offers a comprehensive approach based on specific quality criteria, performance indicators and clear external assessment and audit procedures. The EQUASS system is compliant with the European Quality Framework for Social Services (EQF) established by the Social Protection Committee in 2010.

More than 500 Social Service Providers in Norway, Sweden, Estonia, Latvia, Lithuania, Germany, Ireland, the Netherlands, Portugal, Slovenia, Italy and Greece have implemented the EQUASS system in their organisations. The vast majority of the Social Service Providers are serving individuals with a disability in vocational rehabilitation sector aiming for employment in open labour market by using supported employment measures.

The impact of Quality Management Systems on the provision of social and healthcare services have been investigated in many evaluation studies. Many Service Providers apply instruments which are focussed on limited aspects of the quality. What they attempt to 'measure' often leads to exactly the opposite of what we pursue. Organisations providing services to individuals with a disability, will act according to the criteria and indicators and develop strategic behaviour making them achieve goals on paper, but in reality, the criteria and indicators do not have impact on the quality of the service.

Various National and International studies have evaluated the impact of the EQUASS system on the organization and the services of the Social Service Provider. The studies also reported on the challenges of implementation of the EQUASS system in the organization of the Social Service Provider.

The presentation will show into what extent the EQUASS system has impact on:

1. The improved quality of the service?
2. The interaction between employees and service users?
3. The implementation of the UN Convention for Persons with a Disability in the organisation of the Social Service Provider?
4. The professional development of employees?

Additional to impact of the EQUASS system on service of the Social Service provider, the presentation will show who the challenges have been addressed in the new EQUASS system.

Wednesday 29 May 2019

**Programme Line 2:
Delivering support and quality - what
works?**

12:30 – 13:15 hours

Evaluating the VDAB Integration Through Work Programme (D. Janssen)

Mr. Dirk Janssen¹

¹VDAB, Brussel, Belgium

Integration Through Work

In april 2016 VDAB, the public employment services in Flanders (Belgium), initiated the 'Integration Through Work' programme with the aim of providing support to foreign language job seekers with a migration background for faster and more effective integration into the labour market. The main driver of this practice was the low employment rate among people with a migration background and non-native speakers. An action plan was drafted that not only served as a roadmap in the ambition for better support to foreign language job seekers, it was also a call to all those involved in this area to join hands and work together.

SUEM, quality and VDAB

A complementing, bottom-up and inclusive approach to the evaluation of the Integration Through Work programme was found in the supported employment quality framework. As the programme shared in the principles and values of SUEM, the match with the SEQF seemed appropriate for a pilot SEQF evaluation within VDAB and an opportunity to gather extra information and input from all levels of the organisation that were involved in the execution of the programme.

Evaluation of the Integration Through Work programme, a pilot SEQF assessment

For the evaluation of the Integration Through Work programme a series of 6 workshops was organized. After a short introduction on the SUEM framework, a selection of SEQF assessment criteria were discussed in a group consisting of a mix of management and employees involved in the programme. These discussions were guided by a SUEM coach and a programme worker. The SEQF toolkit for self assessment was used for this. The outputs of these sessions were compiled into a comprehensive assessment and every criterium was scaled by the management and experts working on the programme.

Outputs and Lessons Learned

The completed SEQF assessment of the Integration Through Work programme was used as a basis for management advice on the support to foreign language job seekers with a migration background. Board of directors, management and participants in the programme were informed on the final assessment and the multitude of advice that was produced by the SEQF assessment.

This advice was used for the preparation of the annual planning by VDAB. In the 2018-2019 edition of this planning, Integration Through Work was first introduced as a transversal field of action. The focus of this action is placed on (1) the development of an integrated tool for screening of non native speakers with a migratory background, (2) the dissemination of Integration Through Work principles, (3) the development of specialized services for highly educated non-native speakers, (4) the further development of an approach to the reception class for non-native newcomers, (5) the development of mentoring to work as an additional service for non-native speakers, (6) the development of digital, numerical and linguistic literacy for non-native speakers, (7) the development of a tailor-made approach for illiterates, (8) the further development of customer-oriented services for integration and the trajectory to work.

How APSE developed an employment support professional credential to support professionalism in the field and improve employment outcomes (J. Stonemeier, K. Tietjen)

Miss. Kari Tietjen, Ms. Jennifer Stonemeier¹

¹*Apse--the Association Of People Supporting Employment First, Rockville, United States*

Recent data from the US Department of Labor's Bureau of Labor Statistics show that individuals with disabilities continue to struggle to find and maintain competitive integrated employment opportunities. Specifically, unemployment rates for people with disabilities are twice that compared to non-disabled workers at 9.2%. Even more staggering is the fact that 80% of individuals with disabilities who are of working age have left the job market altogether, meaning they are not employed and they are no longer seeking employment.

Since 2011, the Certified Employment Support Professional (CESP) certification has endeavored to improve those data by being the first national credential in the United States to set and evaluate the skills and competence needed to work as an employment professional.

Created by subject matter experts and leaders in the field of disability employment, the CESP™ exam seeks to define the benchmarks for knowledge and competency in the field in the following areas:

1. Application of Core Values and Principles to Practice and Legislation and Funding
2. Individualized Assessment and Employment/Career Planning
3. Community Research and Job Development
4. Workplace and Related Supports
5. Ongoing Supports

Job coaches, job developers, transition employment specialists, job placement personnel, and employment specialists/consultants can earn the designation of Certified Employment Support Professional (CESP™) by passing the national CESP™ examination.

This workshop session will focus on the development and implementation of the CESP exam and the role of APSE--The Association of People Supporting Employment First.

Within the context of current employment statistics in the United States, we will also discuss state-based policy changes, the benefits of certification for professionals, employers, persons with disabilities, and businesses.

The post-school transition process- How the schools manage this individual planning's in Portugal (V. Neves, R. Miroto)

Dr. Vanessa Neves¹, Dr. Rute Miroto¹

¹*Cecd- Mira-sintra, Aqualva, Portugal*

The Education Center for Persons with Disabilities (CECD-Mira Sintra), in Lisbon, was founded in 1976 by a group of concerned parents and professionals, and evolved as a reference organisation supporting people with DID. Since the initial stages, the Education Center for Persons with Disabilities' mission is to develop sustainable services for people with cognitive impairment, multiple-complex impairments and other impairments, promoting their rights and improving their quality of life.

In line with the Convention of the Rights of Persons with Disabilities, our mission would be to guarantee the respect for integrity, dignity and fundamental freedom for all persons with disabilities, by reinforcing the right against discrimination towards the citizens, through the law and politics that promote their healthy inclusion in society.

Portugal has oriented all the educational programs aligned with this guideline and Salamanca's Declaration guidelines, that states all persons with disabilities have the right to express their preferences towards their own educational programs and their parents have the right to play an active role in this, by sharing their ideas about the best educational approach, needs and aspirations of their children.

In 2008, Portugal approved a Decree stating that inclusive education would be guaranteed through equality in access and educational outcomes, where educative practices should ensure appropriate answers to the diversity of the children's educational needs, promoting their autonomy in individual core competencies and in becoming active members of society. A new legislation has recently been approved, regarding inclusive education, with no particular focus on Special Needs Education. As stated in the preamble of this new legislation, the core of school activities are the unique curriculum and individual learning processes of the students, where there'll be no need to categorize according to their level of impairment, or the need to be recognized the disability so that special educational measures of support could be activated. The challenge is now towards a greater autonomy of the schools and their staff, where each school should define their own processes in order to identify the learning barriers of the students, ensuring a multidisciplinary innovative approach to help them overcome these barriers, ensuring that every single student reaches his/hers maximum potential. This is an attempt to build a universal curriculum for all. Through this process, Portugal as reached 99% of all children with special education needs to be in an inclusive setting in their local mainstream public schools.

The Resources Center to Inclusion of CECD-Mira Sintra in partnership with the schools in Great Lisbon area (Portugal), were authorized by the Ministry of Education itself through a protocol to intervene directly, by establishing a partnership with the student, their family, educational community and local community incorporating their Individual Transition Plan (ITP). This plan is solely focused on the individual with all their self-determination aspects, taking into consideration their expectations, interests and options, while considering the family's expectations towards the individual, transitioning to adulthood.

RARE - Changing Discourses, Changing Practices: The Roma as Human Resource (L. Moravcsik)

Mr. Laszlo Moravcsik, Ms. Bogdanka Tasev Perinovic¹

¹*Hungarian Charity Service Of The Order Of Malta, Budapest, Hungary*

RARE project aims to enhance the capacities and cooperation among actors in the labour market. Our message is Roma people are economic potential for Europe. 8 countries, 21 organizations are working together to change the practises and discourses.

Within the framework of EUSE 2019 we would like to share with the audience our experiences which were gained during our pilot programmes. These 6 programmes (in 6 countries) are unique in the sector of roma employment. We are collecting well measurable results, therefore we created our own methodology for pilot measurement. We strongly believe, we can transform the "soft" factors into numbers and this way we can measure and develop our programmes extremely efficient. Our pilot programmes are already running and until 2019 spring we will have measurable results, which we can present with the methodology too.

The Integrative Unit Model - Supported Employment as a bridge from Sheltered environment, to job placement and Career Development (H. Aloush, T. Neuberger)

Mr Yael Weinstein, Mrs. Hagar Aloush, Mr. Irad Eichler

¹*Shekulo Tov Group, Lod, Israel*

Shekulo Tov Group was established in 2005 and is a Israeli non-profit organization which is vocational rehabilitation service provider for more than 3,000 service users. Shekulo Tov partners with various government ministers and bodies and work together with more than 500 employers throughout Israel. The challenge - When sheltered employment is completely separated from supported employment, it can create many difficulties in the process of preparation and placement in the open market. These difficulties can be solved using The Integrative Unit Model. The Integrative Unit Model helps service users bridge the gap between sheltered employment to supported employment. The model creates the needed continuity and support net in the process of the transition between sheltered and supported employment. It eases the transition, helps it become a natural part of the service user rehabilitation process and gives the service user a much needed safety net and a sense of affiliation. This safety net makes the gap between sheltered and supported employment, almost non-existing, rather seen as a blessed transition in the service user career development.

The Integrative Unit Model - Shekulo Tov's Integrative Unit Model represents an essential change of perception vis-à-vis sheltered employment. It is a formative shift from the two sequential approaches of "train, then place" or "place then train" to a simultaneous approach of "train & place". Shekulo Tov social businesses function as training centers for service users before being placed into the open market. The Supported employment service are not detached from the these training units and provide service user supported employment services from the earlier stages of vocational rehabilitation, even if the service user still does not express motivation for open market inclusion.

Our supported employment model - P3, consists of three main principles:

1. Preparation – building and encouraging services users' motivation, confidence and skills within the integrative units in Shekulo Tov.
2. Placement- enabling a smooth transition to a job in the open market and bridging the gap between sheltered and supported employment.
3. Progress - support career development and advancement after a successful placement of a service user in the open market.

So far, the Integrative Model has successfully transitioned more than 25% of service users (750 people) from sheltered employment into open market placements and 57% of those succeed maintaining their job for more than a year. Furthermore, Shekulo Tov's Integrative model was awarded in 2017 by the UN Zero Project as the Innovative Practice on Employment, Work and Vocational Education and Training.

Tuesday 28 May 2019

**Programme Line 3:
Transitions - Careers and Supported
Employment**

12:30 – 13:15 hours

Employment specialist is key. Supported employment for a wide variety of target groups with examples from 2 sites in Norway (M. Höfliger)

Marlene Höfliger², Ernest Kwaku Amponsah¹

¹NAV, Resource Centre IPS & SE, Fredrikstad, Norway, ²NAV, Hadeland IPS, , Norway

Sharing experiences from 2 sites in Norway where we offer Supported employment services with an employment specialist for a wide variety of target groups. In addition to people with different kind of mental health issues we work with people from other disadvantaged situations such as:

- refugees,
 - language challenges,
 - low or irrelevant education,
 - drug related problems,
 - physical health,
- and more.

Through a couple of different cases we want to highlight the employment specialist role in securing career development and lifelong learning for people in their portfolio. Two clients share their experience from working with the employment specialists in short videos as an introduction to this presentation. Their respective employment specialists will then guide you through the process step by step to reach the goal of a good job match. Emphasis will be on building relationship to the employer and how that have allowed their client to prosper in their work in spite of challenges under way. They will dwell on the "how" in respect to overcome the challenges to ensure stability in the workplace both for employer and employee.

Learn-work trajectories (M. Schage, N. Ramic, T. Vloothuis, D. Koeleman)

Mrs. Marianne Schage¹, Mrs Nela Ramic¹, Mrs. Trudy Vloothuis¹, Mrs. Diana Koeleman¹

¹*De Twentse Zorgcentra-RuimBaan, Wierden, The Netherlands*

As a result of changed legislation, the Participationlaw, De Twentse Zorgcentra introduced in 2015 career trajectories and learn-work trajectories. According to the Participationlaw every Dutch person needs to contribute to society, also people with disabilities. To fit mentally or physically challenged people into regular jobs we make use of the participation ladder. Through developing competences someone can reach the next step on the ladder.

To improve skills of people with disabilities De Twentse Zorgcentra offer customised career trajectories or learn-work trajectories. In these trajectories people can learn and improve their competences. During the track they are trained to accomplish their own, individual goals to eventually reach the next step on the ladder.

Supported Employment in a complex psychiatric setting (M. Schweiger, M. Krempl, H. Heynen)

Mr. Holger Heynen, Mrs. Marita Krempl, Ms. Anna Langen¹, Mr Michael Schweiger¹

¹*Arinet, Hamburg, Germany*

RECOVER is a study at the university hospital of Hamburg, Germany. It is based on a new treatment concept in which people with mental illnesses are treated depending on the severity of their symptoms based on an interdisciplinary, integrated, co-ordinated and evidence-based approach. The aim is to reduce hospital stays, decrease sick leave and ensure patients receive comprehensive care based on their individual needs with an increase of support supplied in crisis situations. Depending on the severity of the participant's illnesses they have access to a team of social workers, psychotherapists, psychiatrists, general practitioners and peer support. Another integral part is every participant's immediate access to Supported Employment. Germany has a variety of work specific rehabilitative programs. In this context the method of Supported Employment was chosen as it allows for creativity, individuality and flexibility. The needs of the study participants are multifaceted and diverse, ranging from re-integration in an already existing job, to finding a more suitable occupation in which the specific individual requirements are met in a way which will allow for continuing recovery while also meeting the demands of the work place. Some participants had never worked due to their illnesses or other factors, so it was important to also allow space and time to fully explore what occupational and work options are available. In Germany it is important for employees to have either gone to university or undergo a three year apprenticeship in their chosen profession. Only then will they be considered fully qualified. In this regard it is important to also prepare the study participants for the work environment but also the demands of school and learning.

Every study participant has the goal to work or to feel of use to society. The inability to fulfill work contracts and to experience negative situations at work (negative feedback, being unable to meet the requirements) was for most if not all study participants a contributing factor in their mental illness and often a significant factor in inhibiting their recovery.

As the cost to employers, state entities and health care providers rise due to an increase in psychiatric illnesses it is also in their interest to find new and better ways to help people that suffer from a mental illness to integrate in the workforce or maintain their current positions. Being able to offer Supported Employment to study participants early on and in combination with the multilayered approach of the RECOVER study can stabilize uncertain work situation and can form part of the treatment as it can provide hands-on support with real-life problems.

The power of Zero exclusion and SE process and principles monitored by SEQF (K. Ellingsen, G. Wangen)

Prof. Karl Elling Ellingsen¹, Mrs Grete Wangen²Arbeidsforskningsinstituttet, OsloMet - Storbyuniversitetet

¹Naku/ NTNU, Trondheim, Norway, ²Arbeidsforskningsinstituttet, Oslo, Norway

In our study, “Veier mot målet”, we have investigated the following elements:

1. To what degree do the objectives and guidelines for the 3 case organisations involved, matter for the result when it comes to transition to ordinary jobs for persons with Intellectual and Developmental Disabilities (IDD).
2. The level of knowledge and competence about SE, and to what extent they are using the tools that are developed (five stage process). This has been reported by using the self-assessment tool in Supported Employment Quality Framework (SEQF).

The interest for this study comes from a former and current political and ideological standpoint identifying the Public Employment Service (PES) responsibility for organizing and delivering the services needed for getting persons with IDD a regular job. Despite of this responsibility, it has been a major decrease of persons with IDD employed in companies established for employing persons with need of support and regular jobs in the community (Ellingsen 2010). One finding in our project is that municipal day care centers, who do not have regular work as part of their outcomes, are actively getting involved in supporting persons with IDD find a job. This has also been demonstrated earlier (Ellingsen 1996), and strengthen our findings that interventions by teaching and training in the SE five stage process and the use of SEQF quality framework, is a strong predictor of positiv results.

Our project involves three different organizations/establishments; the day care centre, a college and a service provider company designed for employing persons with needs of support. The aim of the study is to see if there are different ways to work, not only the primary one, i.e. a pathway/ carrier from primary education, higher education, professional education and/ or training leading where the person find a job trough advertisement or support from PES including use of models like SE or others. We have studied the mission statements of the three organizations, their budgets, the number of service users/ students, the number of teachers or job coaches/staff members involved in a transition processes by implementing SE and making use of it. Furthermore, we have “intervened” the five-stage process of SE and collected varies data. Based on findings, it seems evident that SE supported by major principles like “Zero exclusion”, relations, communication, respect, enthusiasm etc., are predictors for getting people a job. Another finding is that there is a constant need for an “interest analysis” of all firms and organizations involved, hence there are potential conflicts of interest that can overrun knowledge about, and implementation of SE, and also the written missions of the organisations. SEQF has been especially useful to identify this, in addition to the primary effect on guiding a service, company or other to see where they are regarding a systematic approach to the use of SE and how to develop towards that. The “case” with the lowest SEQF score, but with high results when it comes to transition, made a statement about that. “We are getting better organized towards these principles”.

Work Matters! Youth With Disabilities In The Workforce (D. Collins)

Mr. Daniel Collins¹

¹*Inclusion Langley Society, Langley, BC, Canada*

Work Matters! Youth with disabilities in the workforce.

One key predictor of successful employment outcomes for working-age individuals with Intellectual/Developmental Disability (I/DD) is early intervention. Research consistently supports that intervening early when young people with I/DD are transitioning from school to adult life translates into improved employment outcomes. In addition to early intervention, four further domains are predictive of school to work success.

- Inclusive education is related to improved labour market participation.
- Higher youth self-determination is also a predictor of successful employment. Of note, there is a high correlation between inclusive education and self-determination. That is, increased positive experiences of inclusive education contributes to higher levels of self-determination, both contributing to higher employment successes.
- Parents/caregivers have an important influence on preparing youth with ID or ASD for post-school employment opportunities. Interestingly, school and parent collaboration in transitioning planning has an impact on improving youth self-determination. In fact, parental expectations are one of the strongest predictors of transitioning youth with I/DD obtaining employment. That said, research offers little guidance on how best to support parents of transitioning youth with ID or ASD regarding their son's or daughter's employment goals. As such, research is needed to inform evidence-based practice for supporting and encouraging high parental/caregiver expectations for their youth.
- Early vocational support and work experience is predictive of employment for transitioning youth. Working age youth with I/DD who were employed upon completion of high school were likely to remain employed and receive competitive wages. Perhaps, not surprisingly, these domains are inter-related in their relationship to future employment success, and they offer evidence and insight about how best to increase employment outcomes for individuals with I/DD. So, work matters! And, youth matter!

The British Columbia Employment Network (BCEN) is a consortium of local and regional service providers delivering services to youth and adults with intellectual disabilities. Collectively, we support thousands of citizens in a variety of community inclusion and employment services. Our member's services cover a majority of the Province of BC in Canada. Since our inception in 2007, our primary goal has been to increase employment outcomes for youth and adults with intellectual disabilities.

In late 2018 the BCEN brought together key stakeholders such as funders, government, agencies, parents and job seekers, to develop a strategic plan that would ensure that "All youth with disabilities in BC are supported to secure paid employment before the age 19".

This workshop will share the outcomes of the strategic plan and how it can be used in your service for employment equality for youth.

Tuesday 28 May 2019

**Programme Line 3:
Transitions - Careers and Supported
Employment**

14:30 – 15:15 hours

Career Development and Sustainability in Supported Employment (K. Hohn, A. Ciolek)

Kirsten Hohn, Mr Achim Ciolek

¹BAG UB, *Bundesarbeitsgemeinschaft für Unterstützte Beschäftigung, Hamburg, Germany*

When people with disabilities and special support needs get an employment contract after having been supported for months or years the professionals around them often are happy about this success without thinking too much on words. Starting with a short input reflecting on experiences of employers, supported employees and working supervisors about this issue in Germany we want to discuss the core indicators and conditions for long-term employments with the audience, e.g.: How intensive could and should the contact between the service provider supported employment and the company be? Which interventions might be helpful? How do employers, supervisors and colleagues manage the ongoing support themselves? What are the expectations, limits and criteria of funding givers referring to the ongoing support of employments? Which significance do other life themes (living, leisure time, social participation) have?

We will particularly focus on inclusive further vocational trainings for supported employees. What do they need? Which form of support do they need? How can we empower companies to include disabled supported people into further vocational programs? What are the challenges for educational coaches? Is it part of the work of jobcoaches? We look forward to moderate the sharing of experiences and ideas referring to these questions with an international audience which probably bring plenty of different experiences in their own countries.

The aim is that the participants of the workshop get out of the workshop with more ideas than they have had before and with first thoughts of implementation into their own practice.

Career development for students with special needs, a person driven approach (L. Willems)

Ms Lisa Willems¹

¹GTB vzw, Genk, Belgium

GTB has 20 years of experience in guiding students with special needs for whom the transition to work is not evident. Every year more than 600 students call upon this service from GTB. These students in (special) secondary education or High school/University have participation thresholds because of their limitations and a non-adapted environment.

These pupils are given the opportunity to join an intensive traject with a job broker during the last six months before they leave school. The action plan is tailored by the student and with the support of his network, we will jointly explore what the student can, wants and which steps must be taken to achieve the goal. This way of working is very successful because we achieve an employment result of more than 60% percent. During the workshop, participants get a concrete view of the methodologies we use. As well as on the design of the action program based on 'notting about us, without us'.

Yet we feel that we can do better and this from the following observations:

- Employing career development in the last six months of the school career is too late. Making conscious choices with regard to work and / or school career together with the student must be learned during the entire school career.
- There is a real risk that our service is over-asked by the schools. The employment service can't deal with all transition questions from education. A new service on train the teacher on person based career planning must be created.
- The greatest success is achieved in these schools where the teacher and the mediator have a unique connection with the student from the principles of 'student at the wheel of his (learning) career.'
- We must focus on new media, gamification, smartphone to create an attractive offer to young people
- We encourage these young people to their maximum self-management by creating the service on a person driven way.

Based on these findings, GTB is now working with a number of schools from special education to develop a number of new services. We realize a transnational ESF program – Start to Can- with the University of Lapland/Finland and the Baltic Sea network 'Flagship2work'. We would like to share our experiences in the workshop and we expect the participants to contribute. Specifically, we demonstrate the following 'products':

- Training course for teachers and job brokers / job coaching in the development of learning motivation by creating an authentic connection with the student, according to the concept of the 'Growth mindset'.
- The realization (in development) of an online tool through which the student is motivated to discover what he can do, what he wants, who can support him, what actions he has to take. In which he is encouraged to make the choice who can best support him in taking his steps to work. This tool is developed together with the students based on the principle 'nothing about us, without us'.

How the method of “Supported Employment” can be used in the field of immigrants (J. van Hagen)

Miss. Joyce Van Hagen¹

¹*Middin, Rijswijk, Netherlands*

How the method of “Supported Employment” can be used in the field of immigrants.

In the “Supported Employment”-method there are many useful elements to help the (statushouder) immigrant in successfully obtaining a job on the job-market. I would like to tell about what I think is successful, and I would like to introduce someone from Syria who experienced this in person.

Keeping in mind the specific needs of this particular group, and the ambitions of the individual candidate, I go through all phases of the SE-method.

Some of the topics are:

- How do we conceptualize “the right idea”, i.e. what can the candidate expect and what are expectations of the job-supplier.
- How can we make a good match, which qualities are there and what are the requirements of the “Western” job-market.
- What type of alterations are needed in the workplace, and in what areas is there often an extra need.

(Afterwards) I would like to open the debate with the participants of this workshop, so we can share our experience of using the SE-method, and further successfully assist this particular group.

Recognition of the skills of disabled workers : the way to employment (M. Grison, S. Palmer)

Mrs. Magdeleine grison¹, Mrs Sophie Palmer², Mrs YY - a disabled worker - to be determined/speaking english ZZ¹

¹*Different et Compétent Réseau, 35 Noyal/vilaine, France, ²ADAPEI 64, PAU, FRANCE*

In 2002, in West of France, a small group of esat decided to go together in order to allow that any single disabled worker has access to an official recognized diploma.

For your info, an esat is a protected workshop for disabled workers in France.

It was a sort of revolution as for the disabled workers it will be their first diploma ever.

Let's imagine being recognized for their skills and not only for their handicaps !

The success of this concept was so huge ... that there was a need to structure the approach and organize the development.

As you see, from the 24 first partners in 2002.

Therefore ,an FSE was presented and accepted in order to finance this growth

We gradually extended the concept to almost all the regions in France. Today we have now 740 partners in the network and we will reach this year 15000 recognitions and diplomas for the disabled workers since 2002.

What are the key principles that we use for all the recognitions ?

- First the Commitment of the disabled worker : it is key that they decide and commit to the process and to do it
- Then the Success : the disabled workers can't fail as the concept is to recognize what the person already knows
- Then the Validation : the jury has to validate and not evaluate the disabled worker, which means that the jury is asking questions on what the person has presented and help her or him to explain it
It is also important to create a system using standard job description of a specific work used by any company on the market/ each disabled workers will show what they successfully do in this job

After these principles , let's see which factors are key to make it work

- First we speak about a recognition pedagogy / which means that we always see what is working, what is successful
- Alone , we are quicker, together we go further. The concept of working in a network and cooperate with all the partners is the only possibility
- Use common tools, improve them together, always be opened to new ideas which means be a learning organization
- And of course after the 1st success , let's prepare the next one which means propose new recognition and continue to learn

What does Different and Competent allow with this concept ? it is an inclusive tool based on success

- The success to get a diploma for the 1st time which motivates in the daily work life
- The success which can lead to continue and to open the door a new job opportunity
- The success which can open the doors to jobs in any company as this company exactly knows what the worker can do, by using standard job description.

Supported Employment – “Transitions”: The positive effects of employment on the family of participants (P. Welling)

Mr. Peter Welling¹

¹*NOVA Employment, Katoomba, Australia*

The study aims to demonstrate sustainable local employment for people with a disability is best achieved when targeted job match applies.

It identifies:

- Results of a sample survey identifying the positive effects of employment on the family of participants of NOVA Employment
- A recorded interview highlighting the power of the positive effect of employment is having on the family of one of our participants in employment with one of our main local employers.
- That once the individual is linked to NOVA Employment the individual’s chances of gaining employment has a major influence on that person’s career development. That the two are actually linked in employing someone with a disability within my community.
- That looking at the statistical data it is demonstrated through Nova’s policies and procedures, which include reverse marketing, job match and post placement support all work effectively to place job seekers into quality employment.

The community of the Blue Mountains is deemed a regional centre located within a world heritage listed National Park. The geography of the region limits major housing and industrial development and as a result a fragmented ‘spider’ approach to growing the employer base by job providers such as Nova Employment is needed.

To date ‘NOVA Employment Katoomba has established an employer base through building relationships with small employers and its success is based on successful marketing, good branding and word of mouth in the community.

The ultimate goal for the Katoomba team is to have real success with our large employers, open new doors and keep these ajar as we seek opportunities that will develop careers through ‘Traineeships and Apprenticeships’ for our clients.

The opportunity of ‘Career development’ for people with a disability through the job match/reverse marketing approach along with the stepped approach to the on-going support model developed by NOVA Employment is adding significant value to our local economy. Rather than job seekers being solely reliant on the Social Welfare network, instead they are becoming tax payers and are becoming valued members of their local community. In turn, this enhances our Nova participants’ self-esteem as they are undertaking roles they may never have thought achievable including gaining meaningful qualifications, becoming role models, and laying foundations for others to follow in their footsteps.

The Career of the Professional of Supported Employment in Brazil (F. Vidoi)

Mr. Fernando Vidoi¹

¹*Puc/sp, São Paulo, Brazil*

Technological advancement has shaped and transformed economies and careers in recent decades.. Traditional careers are on the decline, however, in contrast new ways and prospects of seeing careers were required and new types of careers would emerge. In this scenario, we can see the emergence of professionals in Supported Employment. Introduced in Brazil in the mid-1990s, the Supported Employment strategy contributes to the inclusion of the Person with Disabilities in the labor market. For the operationalization of this strategy, it is necessary to carry out activities of professionals directed to the disabled worker and to the employing institution, constituting a bridge between both. The main objective of this research is to understand how the identity of the professionals in Brazil is configured from data collected through the inventory to identify the career anchors, as well as interviews with semi-structural issues performed with professionals working in the area.

The Perfect Match – Winning, Convincing and Keeping Employers (A. Kaiser)

Mrs. Annerose Kaiser¹, Mrs. Andrea Seeger¹

¹ACCESS gem. GmbH, Nuernberg, Germany

Working with people with disadvantages and disabilities is like learning a new language for most employers. Our clients are the native speakers. They know their situation, their difficulties, often not their strength though – they speak their own language. Yet they cannot explain themselves to employers. Why? Because the employers do not speak the lingo. Some may have little knowledge, some a bit more, some none.

--> Let us pick both of them up, where they stand!

--> Let us bring them together systematically step by step!

--> Let us be their translators and teachers!

In this workshop, we will introduce you to the ACCESS way of commissioning:

- Our best practice in acquiring companies as partners.
- Placing, qualifying and delivering ongoing quality support by job coaching and training on the job.
- Guaranteeing lifelong learning by career development and longtime support to secure the workplace.
- Working with innovative ideas for transitions into a regular job with real payment.
- Making the perfect match!

Speakers:

Annerose Kaiser, Inclusion Coach/ Jobcoach, ACCESS Integrationsbegleitung

Andrea Seeger, CEO, ACCESS Integrationsbegleitung

ACCESS is a service provider since 1998 and one of the pioneers of Supported Employment in Germany. We see ourselves as provider for the total process, as partner for employers, unemployed and employed people with disabilities, for schools, sheltered workshops, the employment agency, the integration agency.

Tuesday 28 May 2019

**Programme Line 3:
Transitions - Careers and Supported
Employment**

15:45 – 16:30 hours

A model for helping young people with disabilities on transition from school to the labour market (M. Zovko Stele)

Mr. Karl Destovnik¹, Mrs. Tatjana Dolinšek¹, **Mrs. Maja Zovko Stele¹**

¹*Zduženje Izvajalcev Zaposlitvene Rehabilitacije V Republiki Sloveniji, Ljubljana, Slovenia*

Young people have a lot of energy and potential to set many life challenges. They learn very quickly and adapt to different situations, but the transition from the field of education into the work sphere, especially to the first job, is often a difficult step for all adolescents.

The situation regarding the employment of young people with disabilities and young people with disabilities is even harder. The data show that the vast majority of them remain at home after schooling. Some are registered in the Employment Service of Slovenia, others are included in the process of vocational rehabilitation, but only small part of them are employed. During unemployment they lose the basic skills of employability, such as professional knowledge, work habits, self-esteem, etc.

An analysis of transition of young people with disabilities from education to the labour market has shown that the preparation of young people with disabilities should start during schooling and provide them support in the transition to employment until they stabilize at the workplace.

For the above reasons, the providers of Vocational rehabilitation within the Transition of young people project have created an effective model of helping young people with disabilities from the school to the labour market. The model includes working with young people with disabilities, as well as working with their families, counsellors at schools, employers, and other involved people and institutions. The basis for working with young people is an individual transition plan, which is built together with a young person on the basis of their abilities, disabilities, interests and goals. Based on the individual plan and the objectives defined therein, we work on the motivation, empowerment and monitoring of young people in the active transition.

During this process, we work together with professional staff of professional teams for Vocational rehabilitation, as well as with advisory and professional workers and colleagues at schools or other organizations visited by young people with disabilities. In our model the cooperation of various institutions is of the crucial importance.

In our activities with juvenile adolescents we also include parents or guardians. Very important content of our work is also cooperation with employers with the purpose of working test, carrying out school or study practice, training and employment opportunities of adolescents. Professional workers create a network of employers motivated for training and employment of young people with disabilities, providing them with adequate professional support, as well as helping them to establish appropriate working conditions and possible adjustments to the workplace.

All young people with disabilities are monitored for at least 6 to 24 months until their successful transition to employment, the next level of education, or applying to the Employment Service of Slovenia. Even after the transition, we are monitoring them for at least another 6 months until stabilization in the new environment.

With the described model of work, we offer comprehensive support to young people with disabilities and significantly facilitate the transition to the labor market, as reflected in the results.

Maximising employment outcomes through effective employer engagement (D. Stenning, A. Moyles)

Mr. David Stenning¹, Mrs Alicia Moyles¹

¹*The Education People , Maidstone, United Kingdom*

A strategic and operational look at good practice regarding employer engagement. Looking at Kent Supported Employment's "2 pronged" approach to employer engagement. An interactive session sharing ideas, looking at the use of the broad brush approach and how to find and keep employers as "preachers". Discussing creative ideas that truly engage employers and have them calling you! Plenty of practical ideas and case studies including cascading awareness and information to all employees in a company and keeping employers on board.

Unlocking potential: personal experience in psychiatry is a power source in the process to work (N. Bunschoten)

Drs. Freek Heerema¹, Mrs Natalie Bunschoten¹

¹Pameijer/+Vijf, Rotterdam, Netherlands

1. Introduction

People with psychiatric and /or addiction problems often encounter a 'no' when they seek work after their recovery. And that while their experiences are so valuable. These experiences are a source of inspiration for people with psychiatric problems, but also for their environment and policy makers.

Howie the Harp™ is a training program in which experience experts develop into coaches and advisers. In this way they use their own experience as support, so that they help others as well as themselves. Experiential expertise is growing in the Netherlands. Organizations are convinced of the added value, but are still looking for knowledge and ways to implement experiential expertise. For further development, professionalisation of experiential expertise and anchoring of it in organizations is necessary.

2. Role and meaning of experiential expertise

Experience, experiential knowledge and experiential expertise are concepts that can no longer be ignored in Dutch healthcare and services. The government also recognizes the added value of the use of experiential experts and the use of experiential knowledge.

Experiential experts are able to fulfill a bridge function from their experience of recovery between the experience of the client and the system world of social professionals. By sharing their own recovery story in an inspiring way, they reduce the existing stigmas from society and show that vulnerable people can fulfill an important social role.

The government is working on a funding basis for the use of experiential experts and also on facilitating the education in the regular education system.

3. Howie the Harp™ development and training program

Howie the Harp™ trains students to become an experienced expert. Students are trained from an intensive, recovery-oriented training program. The program offers students the opportunity to work on their own recovery, then they gain insight into their role in the labor process against the background of their experiences. This enables them to (re) find their own strength and direction and develop a career perspective (again). From experiential knowledge and theoretical knowledge we work towards the professional practice of an expert.

The program educates the students on core tasks of experiential expertise, included in the professional competence profile, support in individual recovery processes, design of Recovery Supporting Care and emancipatory influencing of social processes aimed at combating exclusion.

The program focuses on: the basis of the use of experiential expertise, the ability to connect these with their own experiences; how does personal experiential knowledge relate to the more general knowledge of recovery and experiential expertise; and the translation of this to the field of work. Finally, a practical line, working in the field.

4. Preconditions for success

Working with experiential expertise affects all processes of the organization. Anchoring experiential expertise in the field starts with the creation of support, support from management, introduction of

experiential expertise from colleagues and in the organization. A coach supports the experience expert and intervention with colleagues is essential.

What support do employers expect when employing people with autism (V. Brecelj)

Ms. Valentina Brecelj¹, Ms. Maja Zovko Stele², Ms. Ajda Demšar³, Ms. Ksenija Bratuš Albreht⁴

¹*Univerzitetni rehabilitacijski inštitut Republike Slovenije, Ljubljana, Slovenia,* ²*Centerkontura, Ljubljana, Slovenia,*

³*Center za sluh in govor Maribor, Maribor, Slovenia,* ⁴*Šentprima, Ljubljana, Slovenia*

Many people with autism can experience social disadvantage and exclusion, as well as exclusion from the labour market. Many of them may have problems with speech, sensory issues, behaviour, emotional and social development. Mainly they struggle with communication and interactions with other people. The number of children with autism is growing, and more adults with autism are participating in different employment programmes.

Adults with autism often lack the support they need to gain and maintain employment. When we are talking about (re)integration on the labour market, we must take into account that autism does not mean only one disorder but many of them which are differently interwind for each person. Consequently, each person with autism is unique and needs a completely individualised approach at job searching and employment. Employment sustainability and work efficiency depend on both, working conditions and workplace adaptations.

Among professionals working on employment of people with autism, needs on specific knowledge are evolving, as well as among employers. With the aim to gather relevant information on the needed support for employment on the open labour market, we carried out a research in 2018.

In order to obtain perspectives from all sides, the study included 6 employed people with autism and the same number of employers as well as 6 professionals/supported employment specialists, who were working with the persons in question.

First, a systematic literature review was conducted. In the next step we developed three semi-structured questionnaires, separate for each target group, and finally, we carried out the interviews. Quantitative analysis was used to collect data on perceived needs from all three sides: employees with autism, employers, and professionals.

The findings highlight the importance of knowing and understanding the characteristics of the autism spectrum disorder, and consequently, the employment needs emerging from it. These findings can be useful in the process of vocational counselling as well as in the workplace after employment with the aim to achieve sustainable employment. Furthermore, the study's objectives were to present experiences gained so far, highlighting specifics and areas that should be paid particular attention to and good practices that affect the efficient use of specific supported employment services.

All the participants in the study reported about the benefits of the expert support, both during the job searching and on the workplace. People with ASD had positive as well as negative job experiences.

Employers particularly emphasised the need of the ongoing support and cooperation from the professionals and mentors in the workplace. Managing employees with autism requires that managers and co-workers understand and react appropriately to the display of characteristics by an autistic employee. Moreover, they expressed the need and willingness to obtain further knowledge on how to manage these kind of situations.

Autism in the workplace is something that employers need to think about and consider ways in which they can accommodate current and potential employees, who are somewhere on the autism spectrum.

Appropriate support, given by professionals, can be essential for retaining the job and even more, for promotion and improvement of work performance and traits.

Wednesday 29 May 2019

**Programme Line 3:
Transitions - Careers and Supported
Employment**

10:15 – 11:00 hours

Inclusion of youth with disabilities in the community: A follow-up study of 4 pilot-projects in Portugal (L. Canha, L. Owens)

Prof. Dr. Lúcia Maria Canha^{1,2,4}, Prof. Dr. Laura Owens³, Prof. Dr. Celeste Simões²

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In Portugal, after completion of compulsory schooling, young people with disabilities and their families are confronted with the absence of a support service that allows them to pursue a future in meaningful work or community inclusion as an alternative to institutionalization. A pilot project focusing on the inclusion of youth with disabilities in their community and integrated employment was developed in Portugal in an attempt to fill this gap. The pilot projects were inspired by working being done in the United States. The aim of the projects was to support the inclusion of people with disabilities in activities in natural contexts, through the mobilization of existing resources in the community, such as municipalities, companies, services and various organizations. Each project supported the development of meaningful activities in the community including: socio-professional experiences in real working contexts, cultural, sports, and leisure and volunteer activities. The goal was to provide opportunities for youth with disabilities to acquire skills and a support network that enables them to be the active agents themselves in building a life of higher quality and included in the community.

The presenters will discuss the findings from a follow-up study which assessed four pilot-projects. Two projects were supported by institutions for people with disabilities and the other two projects were supported by two municipalities. Participants in the projects participated in a semi-structured interview two years at least after the support intervention began. The purpose of the evaluation was to understand the impact of this type of support, strengths and gaps, impact on people's lives, and to obtain information about the evolution of the life-long support needs of young adults with disabilities. The findings demonstrated that this type of support represents a service that effectively promotes employability and community inclusion for youth with disabilities. These two dimensions are considered to be equally important in the lives of people with disabilities taking different weights depending on the dreams, desires and capacities of each person.

The positive effects of employment on the family of participants (K. Joseph)

Mrs. Katerina Joseph¹

¹*Nova Employment, Camden, Australia*

Throughout the presentation I will cover a variety of positive effects gaining employment has to the family members of a person with a disability.

These points will include;

- Definition of family
- Importance of family support, inclusion and encouragement.
- How employment can give a person a sense of purpose and inclusion
- financial freedom and stability
- Allows for future planning and security
- Improves health and wellbeing
- Growth in social network and activities
- Adds to their identity

I will be using 3 case studies of participants I have worked with. I will provide interview quotes from their families. This will give more substance to the presentation as it is shared experiences directly from people who have a family member with a disability.

These interviews will explore the above points in more detail by displaying the progress and change they see in the worker as well as how certain worries and fears have been alleviated.

The presentation will display the benefits of supported employment to those who have a disability and need that extra help in the workforce. The types of support I would discuss is finding the right job for the participant, providing quality onsite coaching, advocating for participant and working closely with the employer. Utilising a holistic approach.

Seeing is believing

I will also include 3 videos from workers with a disability and families of workers which can show case the positive effects and success stories so the audience can see it for themselves.

Question and answers - 15min

I will allow for 10-15 min of time for Q&A and discussions.

Vermont Transitions from Sheltered Workshops to Inclusive Employment to Postsecondary Education (B. Dague)

Prof. Bryan Dague¹, Ms. Jessalyn Gustin²

¹University of Vermont, Burlington, United States, ²Upper Valley Services, Bradford, United States

This session will outline the progressive movement away from sheltered workshops for individuals with intellectual and developmental disabilities in the state of Vermont, USA and increasing community inclusion through employment, and more recently through inclusive postsecondary education at colleges and universities to enhance employment skills, social skills and career development.

Vermont began supported employment in 1980 with a single demonstration project. Since the initial supported employment project, inclusive employment of individuals with intellectual and developmental disabilities has steadily increased. The sheltered workshops gradually closed as people found employment in the community or became involved in other community services. In 2002, Vermont closed its last sheltered workshop for people with intellectual and developmental disabilities making Vermont the first state with no sheltered work.

The state of Vermont recently received international recognition by the Zero Project for Innovative Policy. The Zero Project certified Vermont's supported employment program as, "Exemplary in the areas of innovation, impact and transferability, The State of Vermont's Supported Employment Program is outstanding as it facilitates the shift from sheltered employment settings to more inclusive employment for people with developmental disabilities" (Zero Project, 2017).

The shift in philosophy from facility-based to community-based employment services also shifts energy and resources. Since Vermont has no segregated employment, other opportunities are nurtured and supported. One emerging trend is inclusive university/college options for students with intellectual and developmental disabilities. In 2010, the University of Vermont developed the Think College Vermont program. Think College Vermont is an innovative, inclusive, academic, social, and vocational program for students with intellectual and developmental disabilities seeking a college experience and career path. Participants earn a Certificate of College Studies designed to include academic enrichment, social and recreational activities, independent living and self-advocacy skills, and work experience and career skills. The program incorporates student-centered planning, academic advising, and peer mentors for an inclusive, supportive college experience. The peer mentors are current undergraduate students who provide one-to-one support.

Individuals with intellectual and developmental disabilities who may have been relegated to sheltered workshops in the past are now attending college earning certificates. Students have been thriving in an inclusive college environment. Throughout their 2-year college experience students gain the experience and skills employers are seeking. Students follow a career path and attain better jobs. Program graduates have a 90% employment rate. The success of Think College Vermont has led to the program being replicated at five other Vermont colleges. These inclusive programs have profound impact on participants and their families, as well as the undergraduate student mentors and the university overall.

What if we look at our career as a company, from start-up to a sustainable and successful business? (E. Ghesquiere)

Mrs. Els Ghesquiere¹

¹*Emino, Antwerpen, Belgium*

Creating career entrepreneurs: Innovative when necessary, exploring opportunities with a focus on a lifelong career.

To realize this you have to think like an entrepreneur. By using a model and mindset used by companies great and small.

Business Model Canvas of Alexander Osterwalder is a strategic management and entrepreneurial tool. It allows you to describe, design, challenge, and pivot any business model, even if it's a Career Development or Planning.

The Business Model You of Tim Clark with more focus on the individual.

Both inspired to create Werkkr8! [Werk=Work&Kracht=Power, with a wordplay 8! = eight=aid] - werkkracht.wordpress.com

In co-creation with YES, DominiekSaviolnstituut the model was

simplified to ensure the strength – visual and easy to use - appealing to a wide range of people. Elaboration of the model created in collaboration with Synkroon.

-Students: discovering abilities/talents and transposing them in usable assets for the labor market.

-Jobseekers, employees: knowing your skills and your added value on the labor market in current or future job thus using the mindset/ model for Career Development/Career Planning.

-Self-employers: how to transform idea to business model.

-Employers: using the model in recruitment or investment in new businesses.

Visual you only need an A4 to create your business model canvas – but by using this model and mindset you speak the language of employers and people who want to invest in new businesses.

Invest in making your own 'business plan'!

WERKR8! groups and organizes information that is already available from previous experiences and activities. The student, jobseeker, employee of future entrepreneur AND the coach gets a clear view on their skills, needs, constraints, resources ... But as important, they also get a realistic view of the demands of the labor market, the employer.

Bringing together supply/demand, what is in it for you and what can you offer the other. How you can create and capture added value. That's the extra dimension in the model, you yourself have to (learn to) think/reflect on your own advantages/investments in reaching your goal, whether it's a job, a new career, a business or retention of your job.

The model and mindset ensure that they become their own advocate– self and peer in employment.

Outcome is someone who's equipped to enter the labor market looking for appropriate (self-)employment: knowing who he is, what he can do, what, where and why he wants it.

WERKR8! is more than a static display of the here-and-now. It's the result of an intensive process, as a supported-employment-coach it is your task to keep the user in the mindset of the business-model, engaging in the process of Plan-Do-Check-Act-Reflect. Supporting but at all times it's 'his' business-model not yours thus respecting all the values & principles of supported-employment.

The aim is to encourage reflection followed by new actions. Anticipating on your own future by ensuring that you are flexible enough to think of your possibilities in future employment trends.

The visual representation lends itself to quickly detect 'blind-spots' and 'action-fields'. A change in one field, entails consequences in other fields.

Wednesday 29 May 2019

**Programme Line 3:
Transitions - Careers and Supported
Employment**

11:30 – 12:15 hours

Different strategies dealing with disabled coworkers – Culture Fit Direction perspective. Pilot study (R. Dziurla)

Ph.D. candidate Rafal Dziurla¹

¹Polish Union Of Supported Employment, Warsaw, Poland, ²University of Warsaw, Warsaw, Poland, ³The Polish Fundation of the Hearing Imapired Children-ECHO-, Warsaw, Poland

Premises

The Interpretation of disability as a culture minority were proposed by persons witch disabilities some time ago (Brown,1998). From this perspective, we can analyze supported employment (SE) method using a cross-cultural psychology approach. According to Culture Fit Direction (CFD) concept (Dziurla, 2015), the relation between abled majority and a disabled minority can be described as a dimension of Minority Culture Fit (MiCF) and Majority Culture Fit (MaCF). MiCF stands for the beliefs and practices that require the minority to fit to the majority in order to fulfill their needs, and MaCF relates to the opposite view, that majority should fit to the minority. The result could be found between the two.

Method

The Culture Fit Direction was measured by the newly constructed CFD Questionnaire in four sub-dimensions: fit to needs, dissimilarity acceptance, integration level and common standards with 5 points Likert scale. In the research using the CFD concept, a quasi-experimental model was used with 12 persons working with intellectual disability coworkers in the food factory, 12 coworkers of Deaf and Hard of Hearing individuals in fast food chain placement and 12 coworkers of persons with the physical disability doing an office job.

Results

In the group working with D/HH persons in the dissimilarity acceptance ($U = 11,50$; $Z = -2,463$; $p < 0,05$) and fit to needs ($U = 17,5$; $Z = -1,95$; $p = 0,051$) there were significant differences observed comparing with the control. Dissimilarity acceptance was higher in the experimental ($M = 4$; $SD = 0,54$), than in the control ($M = 3$; $SD = 0,85$) but fit to needs was lower in the experimental ($M = 3,34$; $SD = 0,83$) than in the control group ($M = 4,15$; $SD = 0,76$). There were also significant differences between coworkers of persons with intellectual disabilities and the control in the level of common standards ($U = 20$; $Z = -2,509$; $p < 0,05$). The level of that dimension was higher in the control ($M = 3,95$; $SD = 0,95$) comparing to the experimental group ($M = 2,95$; $SD = 0,83$).

Discussion

The SE method in EUSE 5-stage model was used to help the disability groups described above to find the job. It is therefore important to notice the MaCF direction in the dissimilarity acceptance dimension in coworkers of D/HH and MiCF in fit to needs. It is contrary to the results in the rest of the groups with dissimilarity acceptance characterized as MiCF and fit to needs as MaCF. The MiCF were also observed in common standards among the coworkers of intellectually disabled persons.

Conclusion

It could mean that SE specialists have to take into consideration the cultural interpretation of given disability among coworkers in a given company. Working in the common environment itself could not trigger more positive approach towards disabled persons especially when practice and not only values are taken into account. SE specialist should be able to give disability awareness training differentiated according to the job type and cultural background of the abled coworkers.

Employment outcomes from different patterns of job coach inputs- the experience of Engage to Change (S. Beyer)

Dr. Stephen Beyer¹, Dr Elisa Vigna¹, Ms Andrea Meek¹

¹*National Centre For Mental Health, Cardiff, United Kingdom*

INTRODUCTION: The Engage to Change project helps young people with an intellectual disability or ASD in Wales to get placements and then paid jobs, using job coach led supported employment. The paper presents data on job coach activity and its relationship to job placement and paid employment outcomes over three years of E2C operation.

METHOD: Job coaches reported the time they spent on activities delivering supported employment to individual clients. Outcomes were combinations of unpaid and paid placement and paid jobs. The paper examines the relationship between time spent by, and activities of, job coaches and getting a paid job. The impact of type of disability and personal characteristics is explored.

RESULTS: Results underline the importance of planning with young people and families to outcome. Initial intensity of hours of onsite training is related to effectiveness of fading support over time. Staff travel, particularly in rural areas, is a major factor in job coach input levels overall and programme costs. Paid, supported temporary placements are effective in gaining paid jobs.

IMPLICATIONS: What job coaches do and, how intensively they do it, matters to job outcomes. Temporary paid placements can be effectively, but only if delivered within a supported employment model.

Job Match Partnership Working in Supported Employment in Northern Ireland - Improving Innovation and Practice Engaging with Employers and Individuals (K. Smith)

Ms. Karen Smith¹

¹*Disability Action , Belfast , United Kingdom*

Job Match is Disability Action's flagship European Social Fund project (ESF) since 2015. It is funded by the European Social Fund (ESF), Department for the Economy (DfE) and Department for Communities (DfC). Job Match is delivered in partnership with the Department for Communities (DfC) and the Northern Ireland Union of Supported Employment (NIUSE). Disability Action is a pan disability organisation with Northern Ireland-wide coverage from four offices.

Job Match has innovation and best practice in Supported Employment at the heart of our delivery.

Partnership working has been key to our successes to date, closely aligning to the 13th EUSE Conference on Supported Employment - 'Transitions' and we can actively promote our experiences with relevant examples, to encourage debate and discussion in Theme 3 'Transitions: careers and supported employment', specifically in relation to:

1) Aligning to the Northern Ireland Government's Employment Strategy for People with Disabilities through partnership working with employers and employer networks and the Northern Ireland Union of Supported Employment. Demonstrable added value from strategic partnership working of this kind around 'positive action' recruitment practices into multiple sectors and through Buy Social - a specific initiative in Northern Ireland to secure employment opportunities into large-scale contracts for people most disadvantaged in the labour market and people with disabilities as a key target group.

2) New ways of working specifically from the direct experience of people with disabilities in the development of all aspects of Job Match delivery. Highlighting the specific value and impact the project has had from carrying out its own positive action recruitment into key project roles (with 30% of the current project team having a disability) and specifically ring-fenced recruitment into two large employer focused roles. Our two Employment Engagement Officers both have disabilities and directly demonstrate 'by and for' and the 'business case' to large employers (100+) employees in multiple sectors to open up employment opportunities to people with disabilities.

3) Direct one to one partnership working with local small and medium employers (1-99 employees) who make up 80% of businesses in Northern Ireland, many of whom are in rural locations with poor access to business supports. Our team of nine Supported Employment Officers (SEOs) proactively engage with employers in a specific geographical area to build extensive knowledge and understanding of their business and support needs. Tailored supports are provided both during and after recruitment to ensure that both the individual and employer have effective in work and ongoing support in place. The SEOs actively maintain local employer relationships and labour market knowledge to create 'employer champions' who support our wider project activities such as 'soft skills' development and 'interview practice' workshops with project participants actively job searching and/or considering their job and career goals.

We will have many 'real-life' examples across the above themes that will have relevance to the full range of conference delegates at operational, management, policy and service user levels.

The Art of Vocational Profiling - The Personal Touch (K. Brownlow)

Mrs Karen Brownlow¹, Mr. Brian Shaw², Mrs. Victoria Redmond³

¹*Triangle Progression To Employment, Ballymoney, United Kingdom*, ²*Triangle Progression To Employment, Ballymoney, United Kingdom*, ³*Triangle Progression To Employment, Ballymoney, United Kingdom*

This workshop will help explain and give insight in to the art of vocational profiling. The main objective of vocational profiling is to gather and assess information about the job seeker which is relevant to any future job match and career development. An aim of vocational profiling is to identify the job seeker's interests, support networks and pre-existing and transferable skills, to make the best assessment. Vocational Profiling should be a person-centred tool which is used to create an overall best picture of the job seeker to facilitate a successful and appropriate job match.

Triangle Supported Employment will describe their service specific methods to carrying out vocational profiling with job seekers. The methods used for gathering and collecting information include – comprehensive referral forms, one on one meetings with the referrer discussing the impact of any sensitive issues which need taken into consideration and carrying out the initial assessment in the job seeker's home often with family present, which reaps many benefits. We also complete consultations with other relevant professionals and contacts. It is also crucial to our process to have contact, one on one, in a community setting with our job seeker, as this approach can highlight any barriers to employment.

Vital to our success is using this person-centred approach. The job seeker's aspirations and needs direct us along the journey and we work together in deciding which information is relevant. This is also captured in the drawing up of a Personal Action Plan which evolves organically as the job seeker's career develops.

There are many advantages to using this approach. It fulfils the sharing of as much relevant information as possible. Experience has taught us as a service having family co-operation can be essential to the job seekers success in their future job prospects. The consultations are completed to get a varied and objective view of the job seekers transferable skills/abilities and support needs. These consultations records will normally be completed by people who have had past supervisory experience. Although it can be beneficial to have parents and carers involved it is also essential to build a relationship with the job seeker on a personal level. This enables us to establish a trusting and open line of communication. We are also trying to assess communication skills, time keeping, decision making, independent living skills, money handling and road safety awareness.

Through delivering this workshop we hope to generate discussion and subsequently foster best practice with our other European partner organisations.

Wednesday 29 May 2019

**Programme Line 3:
Transitions - Careers and Supported
Employment**

12:30 – 13:15 hours

Employers holding 'reference in inclusive entrepreneurship certificate' (B. Boone)

Mr. Bert Boone¹

¹*Sterpunt Inclusief Ondernemen, Gent, Belgium*

The most important factors for successful integration in a mainstream economical workplace are an open mindset of the operational team on the floor in regard to their new colleague and of the managing director in regard to professional coaching services.

The decision to engage an employee with special needs is in the hands of the managing-employers. Their engagement is crucial. Service providers understand that the employer is the key factor in the integration process of potential employees with special needs.

But how can we create and enhance this open mindset? How can we engage employers and their staff to allow access of vulnerable people with a distance to the labor market on their workplaces?

How do we enhance this 'inclusive entrepreneurship' ?

The success depends on the quality of support during the integration process, ensured by service providers and their (job)coaches.

'De Werkplekarchitecten', an ngo of service providers in Flanders, (literally translated = work place architects) created a promising tool for employers who are making – even small – steps towards inclusive entrepreneurship. They award employers that use the available professional support of service providers with a reference certificate. The certificate defines and illustrates the engagement of the enterprise and its mindset in regard to professional support during an integration process.

Moreover, the certificate is linked with the United Nation's Sustainable Development Goals (SDGs).

While promoting the 'reference certificates of inclusive entrepreneurship' the jobcoaches use this opportunity to inform employers on existing service and measurements on the work place.

The 'Inclusive entrepreneurship Certificates' are handed over to enterprises in Flanders by De Werkplekarchitecten since a few years now. Today it is continued in an Award winning prize for the most Inclusive Enterprise.

More than 1500 companies are developing the idea and mindset for inclusive work and entrepreneurship. As an ambassador they talk about these good practices in their communication channels. Their colleagues are becoming curious and interested because there is a scarcity on the labor market and they are in search of workforce. They are interested because they realize the positive effect on their employer branding when they have a certificate that illustrates their efforts on inclusive entrepreneurship and on meeting the SDGs of the UN.

Inclusive Entrepreneurship - building sustaining self employment opportunities for people with disabilities (K. Bates)

Keith Bates¹, Robert Elston², Emma Shepherd³

¹*Mutually Inclusive Partnerships, Bristol, United Kingdom*, ²*Status Employment, Croydon London, United Kingdom*,

³*Croydon Council, Croydon London, United Kingdom*

There has been a significant increase in the number of non-disabled people opting to become self-employed in the UK, with part time self-employment growing faster than any other category of work since the downturn in 2008. At the same time a recent report from the Royal Society of Arts on modern working practices calls for clarity regarding the new approaches to work generated through the gig economy and organisations such as Uber.

We have known for a while that for some disabled people, self-employment offers an ideal alternative route to work and an opportunity to tailor employment arrangement specifically to their preferred working patterns, health needs and personal situation. Yet despite this, self-employment remains at the fringes of the supported employment sector with limited information about the ways in which people are actively being supported.

The workshop will consider the experience of two programmes from the UK. The Supported Self-Employment Academy in Croydon and the Enterprising People Programme for people with learning disabilities in Bristol. Both draw on notions of supported employment, person centred planning, community participation and enterprise facilitation.

The workshop will examine the key considerations for developing self employment opportunities, address the practicalities, funding, ideologies and learning experiences and explore the wider support structures required, the need for partnership and ask how supported employment might be the catalyst needed for change.

The connection of work and development of one's personality in the context of Lifelong Learning and diversity in the workplace (C. Pichler)

Dr. Christine Pichler¹

¹*Carinthia University Of Applied Sciences, Klagenfurt, Austria*

The Diversity Studies discuss, work, Bildung, learning and other basic concepts in the context of inequalities. Especially people with disabilities and disadvantages are facing discrimination in the fields of Bildung, education, learning and work. Therefore, this presentation pursues the research questions: What role plays the connection of work and Bildung in the context of Lifelong Learning and diversity in the workplace? What are the results and benefits of this understanding for supported employment?

For answering the research questions, it is important to give a brief overview of the terms mentioned above. With this understanding, the connection of work and Bildung will be analyzed in the next step. Furthermore, the presentation will focus on Lifelong Learning and diversity in the workplace in the context of supported employment.

Bildung in its German meaning means the development of the personality. Bildung as the formation of one's character, habitus and abilities is a process, which lasts a whole life long. In current political and common discussions, the term Bildung is limited to its formal meaning – education in schools. Education in schools or formalized institutions is one part of the development process of the personality. Humboldt (1965) said that through Bildung the individuals are able to develop their personalities according to their abilities as well as personal imaginations. Subsequently Bildung is a lifelong lasting process; certificates or educational attainments are products of education. Within the social sciences, it is important to look at the process of the development of the personality to define one's abilities and opportunities (Humboldt 1965: 5ff.). Similar to the limitation of Bildung, the discussions about work can be understood. Work in its wide understanding means all activities and efforts to back up or improve life relationships. In that understanding, work involves paid as well as unpaid work. This includes for example gainful employment, housework, the work of raising children, volunteer work and so on (Kellermann 1991: 38ff.). People with disabilities and disadvantages are facing discrimination in the fields of Bildung and work. Firstly, it is important for doing research on these discriminations to understand what these basic concepts mean in a wide view. Secondly, reasons for these discriminations can be analyzed. Thirdly, it is possible to define general conditions for supported employment. These general conditions should help to react on individual and specific needs of people with disabilities and disadvantages. To find them, research in the perspective of Intersectionality is important. Intersectionality, a main research focus within the Diversity Studies, focusses not only on specific categories of diversity; the crossing of lines of differences, consequently multiple discriminations, are important. Categories of differences are not dimensional, dichotomous or invariable. This means that categories of differences are hybrid forms and have several dimension. Supported employment is dependent on this understanding to support people with disabilities and disadvantages in the fields of Bildung, education, work and social participation and to benefit individually and socially (Crenshaw 1991: 1421ff. & Janneke van Mens-Verhulst 2007 in Hoffman 2015: 137f.).

Tuesday 28 May 2019

Programme Line 4:

**A digital future for Supported
Employment (mixed with Ws of PL1, PL2
& PL3)**

12:30 – 13:15 hours

ENABLE Me - using assistive technology to open the door to Employment 1 (A. Ryan)

Miss. Ashley Ryan¹

¹ENABLE Scotland, Motherwell, United Kingdom

Assistive technology makes a huge difference to the lives of disabled people, promoting independent living and enabling people to access employment opportunities and their communities. However many disabled people and employers see assistive technologies as costly bespoke equipment that is inaccessible to them.

Clients require an assistive technology that supports their employment aims, is free to use and easy to access.

ENABLE Me is an innovative mobile app developed by ENABLE Scotland, in partnership with JP Morgan. It was developed in consultation with clients who have a learning disability, ASD, physical disabilities and long term health conditions to ensure ease of use and appropriate functionality. Clients were consulted throughout the build process and were able to bug test the app providing feedback to the developers throughout.

ENABLE Me is free to download and is available on both iOS and Google Platforms. It uses minimal battery and can be fully accessed offline therefore allowing use in remote or rural locations.

ENABLE Me is a piece of assistive technology designed to build independent employment skills and has 5 key functions –

Journeys – supports the development of independent travel skills, often a key barrier to employment. Clients are able to build personalised journeys through video, audio, text and pictures.

Tasks – supports the development of skills at work and is a systematic task instruction feature. It breaks down tasks into its component parts solidifying learning and increasing client confidence.

Work Log – supports the development of an employment action plan and highlights areas of difficulty allowing for targeted development.

Personal Support – provides the opportunity to set personalised coping strategies for work or when out in the local community. Using a traffic light system a client can identify their current location – at work, home or in the community and their current stress levels and see a series of personalised strategies.

FAQs – a set of frequently asked questions in relation to employment, jobs, community and friendship. These questions were developed by our clients as things they commonly asked and are designed to reduce reliance on paid support, where possible.

ENABLE Me has been piloted across Scotland to clients of ENABLE Scotland, with great success and is now being adopted as an increasingly essential digital solution by other Employment Providers across Scotland.

ENABLE Me is an app designed for clients and their Job Coaches.

By providing a digital solution employers and job coaches are able to work with clients to identify and overcome issues quickly and in a manner accessible to the staff member. It provides the client with a tool

which can be adapted, changed and reviewed when at work and at home solidifying learning. It fully supports the aims of Supported Employment and has increased sustainment for disabled people at work.

Feedback from clients and their families has been excellent with many of them calling it life changing. Employers have also responded positively to the app and have seen many positive changes for their staff, reporting increased performance, initiative, confidence and motivation.

How digital tools and a "Portfolio Management System" help in the everyday work of the employment specialist, supervisor and management (K. Gjeterud)

Mr. Karl Petter Gjeterud¹

¹Resource Centre IPS & SE, NAV Østfold, Fredrikstad, Norway

1. A "Portfolio Management System"

Designed to support the employment specialist, supervisor, partners and management on different Levels. Following key indicators closely to be able to identify when an employment specialist needs coaching and support, managers to keep track on progress and total portfolio size to be able to support the program and decisionmakers to have relevant and accurate informasjon available on a moment's notice.

The system is implemented at all service providers in Østfold County and has had impact on the way we work with quality assurance, monitoring results and influencing decision makers when allocating resources.

2. Outlook

Today most of us have some kind of digital calendar, at least that's a must for our employment specialists. We are currently working on integrating data from the calendar in Outlook to the "Portfolio Management System" to get a complete overview of the critical key factors such as "community based services" and frequency of employer contacts. So far we collect data from the Calendar and using Excel to calculate, not fully automated yet.

3. Office 365 - "The team tool"

We have applied some of the tools in Office 365 to make the day to day work easier. Teams is the basis for sharing information in the team and keep in contact when on the road. We share relevant and important information about employer contacts, job leads, vacations, documents and more.

The guiding principles have been automation and mobility in addition to security which is a necessity because of legislation in Norway.

PL 2: Supported employment best practices evaluation in Slovenia - presentation of views of persons with disabilities, employers, service providers and counsellors (A. Tabaj)

Dr. Aleksandra Tabaj¹

¹*University Rehabilitation Institute Republic Of Slovenia, Ljubljana, Slovenia*

Method: Retrospective qualitative cohort study “Best practices evaluation in vocational rehabilitation and supported employment”, was carried out in Slovenia. Information was gathered through Slovenian vocational rehabilitation/suported employment network specific questionnaire. In depth interviews analysed information from vocational rehabilitation/supported employment providers, persons with disabilities, rehabilitation counsellors at Employment Service in Slovenia and employers. We collected 7 best practices in supported employment. Criteria: outcomes, changes in characteristics of a person, advancements in quality of life and statements of a person and employers.

Results:

All studied cases were connected with the employment, which was successful regardless of barriers of disability. Positive changes were found out in education, work experience, social network and support. Of highest importance was high motivation and successful social inclusion. In many times motivation was the main factor.

Persons with disabilities exposed good information of the process of vocational rehabilitation/supported employment at the start as one of the major concerns, which help them in cases that they were afraid of engagement. Training experience gave them better view on their abilities, gathering new knowledge, with constant support of professional workers.

Employment counsellors exposed that the regular contacts and monitoring of PwD and professional workers is the key factor for successful outcomes. In practice this means regular month contacts. In best practices it was observed that the key feature was also longer vocational processes, which enabled cooperation with stakeholders. The quality of contacts between Employment service and providers enabled trust and innovative solutions with career orientation and active labour market policy measures.

Employers as the main reasons for success exposed positive attitudes, potentials, ability to learn, talents, professional attitudes and concerns of rehabilitees. It was very interesting that that spoke of good impact on the overall working culture, when they trained and employed person with disability.

Employment rehabilitation/Supported employment network in Slovenia works as a public service under Employment and rehabilitation of persons with disabilities act (2004). It is covered in a network of 14 providers (University rehabilitation institute Republic of Slovenia as a public entity and 13 private entities) on 47 locations all over Slovenia.

Standardisation of services was made in 2006 and 2016 and is described in document Standards of employment rehabilitation services. One of the services is also supported employment service. Conditions regarding accessibility, respect of needs, ethical code and user’s rights are also addressed in previously mentioned document.

Employment rehabilitation follows the object to gain, retain, develop and/or change work for persons with disability on the labour market. Employment rehabilitation is provided through fourteen different services, beginning with assessment of people with disability’s needs, abilities, and interests, and ending with follow-up support and adaptation of work place, if needed.

System of vocational rehabilitation is based on rights oriented and active approach, with person centred planning (individual rehabilitation plan) and working on constant improvement. Every provider also has to create and maintain a network with employers, and also yearly report about this cooperation.

The digital CV - Break the Taboo of Disability (T. Wedel)

Mr. Thomas Wedel¹

¹*Boxdorfer Werkstatt - Bzb Ggmbh, Nuernberg, Germany*

At your conference, I would like to present “The digital CV - Break the Taboo of Disability” – a concept/program developed to support potential employees with disabilities.

People with disabilities often have difficulty finding employment because they are not given the opportunity to present themselves in person. Employers often have preconceived ideas about disabled people and the things they can or cannot do. The digital CV is a new way of presenting candidates with disabilities to potential employers so that they can get a better idea of how an individual with disabilities can be a valuable asset to an organization.

The digital CV is unique in that it has a built in video clip showing the disabled person at work. Thus, a potential employer can experience the skills, possibilities and advantages of employing the individual, and see, for example, how the candidate has learned to compensate for a disability s/he may have.

In addition, the disabled job applicant receives coaching on how to approach potential employers more assertively, thereby openly addressing his/her disability, but at the same time, illustrating how s/he overcomes challenges in practice.

The digital CV helps to bridge the gap between the two parties – both employers and disabled job applicants. It is a tool which can be used to break the taboo and talk about disability!

I would very much welcome the opportunity to present “The Digital CV – Break the Taboo of Disability“ at your conference.

Tuesday 28 May 2019

Programme Line 4:

**A digital future for Supported
Employment (mixed with Ws of PL1, PL2
& PL3)**

14:30 – 15:15 hours

The career development of employment staff through an innovative digital approach 1 (K. Flippo)

Karen Flippo¹, Bill Waibel²

¹*University of Massachusetts Boston* ²*Elsevier Clinical Solutions*

Training employment services staff on the techniques of assessing individuals' skills, preferences and conditions for employment, such as job development, employer engagement, and job site training and skill acquisition can be challenging due to limitations of agency time and money. Frequently, individuals become job developers or employment specialists without having the benefit of receiving in-depth training. Sometimes the training that is offered is not conducive to an individual's learning style or time when training is needed. Consequently, the 21st century learner requires 21st century tools and approaches to acquire, retain and use information.

In response to these challenges, the Institute for Community Inclusion at the University of Massachusetts, Boston developed an on-line suite of courses tailored for employment specialists, job developers and their supervisors and managers titled the College of Employment Services. Curriculum includes 14 courses written using a problem based learning approach. It includes a variety of video case studies to demonstrate how to deliver employment services the correct way. The design and content of the courses seeks to educate, enrich and inspire those who take them. Guidance is also given to the managers and supervisors of the students to give them ideas on how the students can demonstrate what they have learned. This curriculum meets all of the APSE competencies and is available on-demand, 24/7, in a self-instruction format. Each course is authored by an expert in the particular topic and is edited by at least 2 external editors who are also subject matter experts. The entire curriculum can be viewed on computers as well as mobile devices for the convenience of the student meeting the needs of the highly mobile and busy employment staff.

Presently 19,000 individuals are using the course in 24 states in the U.S. Research studies have shown that job retention is increased using this modality.

Having a highly skilled workers has long been a goal of the supported employment movement. Our field needs to fully explore how people best learn, when should this learning take place and how should we use available technology for training and skill acquisition. Our presentation will pose an answer to this challenge.

Using Virtual Technology to Expand Employment Supports (W. Parent, J. Christensen)

Dr. Wendy Parent¹, Dr. Julie Christensen², Dr. Wayne Stuber³

¹*Sonoran Center, Tucson, United States*, ²*Center for Disabilities and Development, Iowa City, United States*, ³*Munroe Meyer Institute for Genetics and Rehabilitation, Omaha, United States*

Midwest states face unique challenges related to direct support workforce shortages. Access to job coaching and behavioral supports in rural areas is particularly challenging. Midwest states also have pockets of urban, high population areas which require very different strategies in managing high caseloads. The use of technology provides opportunities to expand the reach of employment and behavioral supports, and create virtual networks that support job coaches to provide quality services that lead to successful employment outcomes.

The number one request we hear from job coaches is the need for help through technical assistance to address issues and questions they experience when they go out and implement what they learned in training and through other resources. Geographic locations, size of provider organizations, or amount of dedicated resources allocated for supported employment services often translates to employment staff who are working in isolation with no one else around to brainstorm with, share ideas, or solve problems. The challenge is compounded by the push to serve individuals who have not been considered employable in the past, who are enrolled in day and sheltered work programs, and who have high support needs which raises even more questions as job coaches are out implementing supported employment services. Often, provider organizations only have one or two staff designated for employment so there is little opportunity for networking and support. The need to provide assistance in real time when the situation is occurring is clearly evident. As a result of these very real needs, an innovative response system is being developed that allows for an immediate question and answer while the job coach is experiencing it. This model of real-time technical assistance utilizes technology and telehealth modalities to “be in the moment in the same environment” and provide immediate guidance and support from a mentor.

This project, funded by the Kessler Foundation, is a partnership of the University Centers for Excellence in Developmental Disabilities in Iowa, Nebraska and South Dakota, who have joined together to develop, implement, and evaluate the impact of virtual training and technical assistance delivered in real time to and for supported workers, their job coaches, and the businesses that employ them. Efforts are focused on determining the efficacy of the approach to evaluate its impact on outcomes, services, staff competencies, and cost effectiveness through multiple data sources and qualitative feedback across stakeholders. A service model that impacts employment outcomes at less cost and greater efficiency will be of value to funders, providers, businesses and the supported workers within the Midwest and internationally. Our unique project aims to identify sustainable and effective methods for the use of technology focused on supporting job placement and retention in both rural and urban settings. Project partners will develop strategies that are effectively translatable across diverse geographies and populations. This session will describe strategies and outcomes, share lessons learned, and engage audience discussion regarding the use of technology in the delivery of employment services.

Virtual Reality for people with learning disability in vocational profiling 1 (R. Elston)

Mr. Robert Elston¹

¹*Status Employment, Croydon, United Kingdom*

In a digital era, focused on the exploitation of ICT Tools (VIRTUAL REALITY) by people with learning disabilities Down Syndrome, developing ADAPTED learning materials and tools as well as actions that support their effective use. VIRTUAL DS, is a project that promotes, through an integrating and innovative approach, the inclusion of people with Down syndrome (PSD) and learning disabilities in ordinary work environments, using Virtual Reality (VR) experiences as support in their training and to help in the vocational profiling area for candidates. The experiences are not meant to replace work tasters but to enhance the persons knowledge of different jobs with real life jobs with both core skills of the jobs and many soft skills that are needed. The jobs featured are retail, catering and hospitality, and working in hotels.

The workshop will demonstrate the scenarios' through virtual reality glasses, and computer exercises. The workshop will enable participants to experiences the exercises that people with learning disabilities will be able to use when looking at helping them choose the right employment opportunities. It will also show the different exercises that will help with those vital soft skills that are needed in real life employment situations. It will enable participants to see how the exercises will increase candidates knowledge of employment situations and soft skill scenarios. It will enable you to experience different jobs using employers and see how this could be transferred in helping in the vocational profile section of supported employment.

The training concentrates on real life job experiences of people with learning disabilities with exercises that will aid in the vocational profiling area of supported employment. It will also look at the necessary guide to trainers accompanying the virtual reality training to make sure it remains relevant to the supported employment process.

Tuesday 28 May 2019

Programme Line 4:

**A digital future for Supported
Employment (mixed with Ws of PL1, PL2
& PL3)**

15:45 – 16:30 hours

PL 1: The new world of work and its effects on Supported Employment 1 (A. Juhos)

Dr. Andrea Juhos¹

¹*Salva Vita Foundation, Budapest, Hungary*

The world of work is changing in an unprecedented mode. According to the World Economic Forum Future of Jobs study around 5 million jobs will be lost before 2020 as artificial intelligence, robotics, nanotechnology and other socio-economic factors replace the need for human workers. But there is good news, too: as a result of these disruptive changes, a large number of new jobs will also be created. As result of this, today organizations are transforming, company cultures are changing and jobs are undergoing massive changes. What will the future bring? We believe that the jobs that will disappear altogether will be mainly manual, clerical and repetitive task focused jobs; in some jobs humans will cooperate or work with robots and software; there will be new jobs created that do not even exist today; and finally some jobs will remain to be done by us, humans.

These inevitable and on-going changes have a great impact on how we shape our focus and also on the way we work our clients. Organizations working in the Supported Employment arena first need to understand where the world of work is going. Our colleagues need to become much more future focused and aware of the trends on the labor market. We must become visionaries and build our ability to be leaders rather than followers. We then must “educate” our partner companies about the new labor market trends and convince them our clients have both the knowledge as well as the expertise to become “modern” workers.

We also need think disruptively and re-design the content of our programs supporting our clients. We need to understand what jobs will be available in the future for our clients, what hard and soft competences they will need to get these jobs and then stay employable and last but not least we must teach our clients the confident use of the digital equipment already available to them. For example, how a teacher of physically-challenged teacher of English can use Skype to teach English anywhere in the world from his kitchen. Or how anyone can participate in world-class educational courses offered by the most prestigious universities of the world almost free of charge. Or how anyone can create on-line courses and work from home. We believe that this new world of work self employment will become a much more attractive and feasible option for our clients.

There is a common understanding among HR professionals that time will soon come when job titles will be much less relevant than skill sets. The skills of the 21st century will be critical thinking, creativity, curiosity, adaptability and resilience. We in Supported Employment must start up-skilling our clients so that they can become the winners of the labor market trends and master creative career management knowledge, especially the notion of life-long learning.

PL 2 : The educational workplace learning method which works! (M. Ruigrok)

ir. Mrs Marlène van Houtum¹

¹*Marlijn Academie, Langeweg (regio Breda), The Netherlands*

The educational workplace learning approach that “works”

Workplace learning, everybody talks about it, but how can you actually make it work?

Marlijn Academie is an unconventional MBO education institution with 2 specializations; the paper industry and the drop in school for the drop outs 3Antonius. 3Antonius is a nationwide new initiative to guide people with disabilities and school dropouts through the practical workplace-learning route towards sustainable, paid work with renewed opportunities to obtain an mbo diploma.

But we are here today on behalf of the Papierschool, a fantastic collaboration between paper mills, and teachers specialized in the paper and cardboard industry VNP and an MBO institution. We explain our cooperation, challenges and success factors based on 10 statements.

Statement 1: "Learning must be meaningful and applicable to daily life and work"

Statement 2: Only learning in a classroom is like taking a "verbal" swimming exam

Statement 3: "How nice it is to be an ordinary student"

Statement 4: "The training college at work determines at least 50% of the student's success."

Statement 5: The power of the MBO is entrepreneurial thinking.

Statement 6: He who writes learns!

Statement 7: Effective learning involves catching the student practicing good habits.

Statement 8; Everyone learns to talk backwards

Statement 9: No Pain No Gain & High expectations lead to high results.

Statement 10: The key to success is being able to translate thinking into action and vice versa

5% of people are thinkers, 5% of people are doers, and the remaining 90% think that they are doing something. The Papierschool manages to get the thinkers to do things and helps the ones, who do, to think. They learn to understand both worlds of thinking and applying, and especially to combine thinking during work en thinking and talking about work in the classroom.

Because this MBO approach works!

What makes us able to achieve a breakthrough in learning on the workplace and improved functioning with almost every student?

Our breakthroughs are great because we take a small approach, and look very concretely for each job in a profession, to see what result someone should be able to contribute. Theory and practice go hand in hand, through the STARRS, quarterly assignments and so on. In this way we constantly translate action into thinking and vice versa. This approach works for everyone, with or without disability, so also for 3Antonius students.

Our secret is that the reward is worthwhile for everyone, because the reward is not only a diploma for the student. It is also a better understanding with the manager, improved communication and improves performance during work. So there is much more to gain, both the student as the organization learn and grow en become more successful and better functioning. In short $1 + 1 = 3$

PL 2: A successful transition approach has supported 136 autistic pupils and 32 schools well beyond what the schools can provide (N. Macleod, A. Lee Bushell, N. Rodger)

Mr. Neil Macleod¹, Mrs Ann Lee Bushell¹, Mrs Neillian Rodger¹

¹*The Shirlie Project, Inverness, United Kingdom*

1) The Bigger Picture

The 'Bigger Picture' has been delivering transitions support throughout the Highlands, starting before young people leave school. Over three years to March 2018, we supported 136 pupils and worked with most of the 32 Highland secondary schools. There is high demand for the service which provides specialised support well beyond what schools can provide

Feedback has shown that our tailored Planning process allows the young person to be heard, engages their families and increases their resilience to embrace new things. Engaging pupils in advance of leaving school is critical to the success of the approach.

Working with pupils within their community, helping them to build sustainable support networks through an inclusive approach has proven particularly effective for rural areas. Because schools are at the center of these communities, they are the logical place to start the engaging.

Feedback from young people who have already taken part in the Bigger Picture shows they feel more in control, less anxious about their future, their transition from school and feel more confident about articulating and achieving their ambitions.

2. Building community-based support networks

(Engaging young people and combating isolation through community based support networks.)

A key aspect is a strong person-centered approach working alongside people preparing to leave school. This includes developing a clear plan that articulates their ambitions and that they own and relate to. Within this it is important, where possible, to include parents, relevant supports and communities, to achieve a purposeful transition from school that sets in train realistic and ambitious opportunities.

Isolation is a major issue in the Highlands and parents felt that all benefited from their community based support team and their involvement in the process. 100% felt that they were listened to, that the process was effective and that the whole family had a clear direction for life after school.

Key aspects:

- i. Around the table meeting with parents and the young person at the start
- ii. The support network must be built around the person's future ambitions, not current circumstances
- iii. Timeframe and structure is important but the engagement with the person and their ambitions is most important.
- iv. Schools, young people and parents need support in planning to achieve a range of positive opportunities.

3) The scope interventions can support a wide range of people through to Supported Employment, providing a strong direction that can have powerful and lasting outcomes.

Interventions and planning can include strong links to additional opportunities such as community options, Employment and Supported Employment, Education, Modern Apprenticeships, links to additional initiatives.

Some benefits identified by Schools include:

- Engaging with the person whilst still attending school
- Engaging young person and their families in the process
- A feeling this is a long term and sustainable approach
- working in partnership with school and agencies involved with the person
- Enthusiasm, ability to think outside the box and can do attitude
- Flexibility with regard to the needs of the person
- Ethos of encouragement and achievement.
- Reduced stress and workload for teaching staff

PL 2: Creative Capacity. Transitioning from amateur to professional arts practitioner. Entrepreneurship, innovation, support and career development in the arts (E. Nash, A. Begley)

Mrs Marian Hennessy, Mrs Amy Begley¹, Mr. Eoin Nash¹

¹*Cope Foundation, Cork, Ireland*

In this workshop, self-advocate Amy Begley will share with you her experience of working with Suisha Arts / Cope Foundation. She will share her experience of developing as a professional illustrator and animator, the hurdles she faced and how she has worked to overcome them.

You will also hear the perspective from Eoin Nash (Manager of Arts and Creative Arts Therapies / Cope Foundation) and how an innovative approach of collaboration between the Irish Government's Department of Social Protection, Cork Arts Support Team (a community employment scheme for artists) and Cope Foundation have come together to create opportunities for artists with a disability to transition from amateur to professional artist through working with Suisha Inclusive Arts (Cope Foundation's Arts Programme).

Finally, we will break down into subgroups and use the form of art and illustration to reflect on and express the hurdles that face people with a disability in working towards freelance professional work in the creative industry. Images will be created.

These images will then be used to further explore, share and inform a discussion on the topic (At plenary or showcased informally at a coffee break). They can be used as visual descriptions post-workshop.

PL 3: How to improve the transition of youth at risk into supported employment: The Fryshuset way (M. Denkelaar)

Ms Monique Denkelaar¹, Special Needs Teacher Jonas Monsén¹

¹*Fryshuset, Stockholm, Sweden*

Fryshuset is a value driven youth movement for young people's development. We promote empowerment and social inclusion of young people especially for those who are at risk or already face exclusion.

We provide opportunities for all young people to develop their innate abilities and discover their passion in order to help them realize their full potential and find their way into society. We strive to achieve this by jointly with young people create environments for holistic learning and personal development. We believe that by involving youth in different processes and provide them with tools and knowledge we promote young people's empowerment in helping them shape their own future. In this way, our work stays always relevant and attractive.

In Sweden, two groups of young people encounter difficulties in entering themselves in the labor market, young people with a foreign background and young people with disabilities. The challenges identified for these two groups derive mainly from increased poor school results, discrimination, lack of network and language proficiency.

During this session we will present an overview of Fryshuset systematically work for inclusion of disadvantaged youth in Sweden. It will outline the key elements of our work in the shift towards inclusion with a particular focus on young people with disabilities, criminal behavior and offenders and ex-prisoners. We will explain how Fryshuset responds to deviant behaviour among young people and how we jointly with them help young people to decipher the world around them. And how it contributes to social inclusion and personal development of young people.

Wednesday 29 May 2019

Programme Line 4:

**A digital future for Supported
Employment (mixed with Ws of PL1, PL2
& PL3)**

10:15 – 11:00 hours

Avail support is bringing transformative change to learners through mobile technology (L.M. Clinton)

Lisa Marie Clinton, Mr. Alan Power¹

¹*Avail Support Ltd, Monaghan, Ireland*

Avail Support Ltd very much welcomes the opportunity to return to the Conference of the European Union of Supported Employment. Avail has been in attendance for the last two years and we would feel have brought significant value to the conference. Our application is under the criteria “Program Line 4: A Digital Future for Supported Employment Goal”.

To give you an idea of why we feel it’s a good fit under this criteria:

Avail Support Ltd is bringing transformative change to both learners and the organisations that support them in their employment. Digital and remote coaching, one of the main challenge supported employment agencies face.

The avail solution is a platform and mobile solution that supports individuals with cognitive disabilities in the workplace. It helps them to learn new skills and to achieve confidence and independence. It is developed on the principles of ABA, where tasks are broken down into steps, presented to the learner on their smart device. These steps use different media such as video, images, text, audio, and the learner is rewarded for progress. Their facilitators / job coaches can build tasks and assess the progress of their learners. Meanwhile managers have access to analytics of all the data being collected to be able to review progress and optimise valuable resources at an organisational level. We are already being used in the UK, Canada and the US in employment services and beyond.

Avail is having a significant impact on many organisations supporting employment services in many regions globally. Avail would welcome the opportunity to present the data and share the insights that have been gathered at this point after some time using the system, across multiple populations.

Emotional Intelligence Training With Biofeedback and Virtual Reality (O. Mercadé)

Mr. Oriol Mercadé¹

¹*Aura Fundation, Barcelona, Spain*

The use of new technology methodological learning as Biofeedback and Virtual Reality(VR), fixes for the necessities of people with intellectual disability, being an easy, different and attractive education of the emotional Intelligence, attention states, emotional well-being, coping strategies and level of activation. (Yerkes-Dowson,1971)

The major fields from which Biofeedback developed include: Instrumental conditioning of autonomic nervous system (ANS) responses; Psycho physiology; Behavior therapy and behavioral medicine and stress management strategies.

Biofeedback is a process that enables an individual to learn how to change physiological activity for the purposes of improving health and performance. Precise instruments measure physiological activity such as brainwaves, heart function, muscle activity, and skin galvanic response. These instruments rapidly and accurately “feed back” information to the user. The presentation of this information—often in conjunction with changes in thinking, emotions, and behavior—supports desired physiological changes. Over time, these changes can endure without continued use of an instrument. (Swchartz, 2010)

VR-assisted training provides to gain high levels of relaxation and Mindfulness (defined as the intentional paying attention to the present moment characterized by positive emotional states and well-being; Kabat-Zinn and Hanh 2009).new and practical learning opportunities that are simply impossible through traditional training methods. These opportunities include simulated situations in which students can engage in repeated practice and fail as much as they need to; In our case, social abilities.

Research has shown in virtual world-building simulations, low-performing students improved academically more than those learning through traditional methods, (Winn et al, 1997)

Key words: Biofeedback. Emotional Intelligence, Virtual Reality, Mindfulness, Innovation, Supported employment

PL 1: The new world of work and its effects on Supported Employment 2 (A. Juhos)

Dr. Andrea Juhos

¹*Salva Vita Foundation, Budapest, Hungary*

The world of work is changing in an unprecedented mode. According to the World Economic Forum Future of Jobs study around 5 million jobs will be lost before 2020 as artificial intelligence, robotics, nanotechnology and other socio-economic factors replace the need for human workers. But there is good news, too: as a result of these disruptive changes, a large number of new jobs will also be created. As result of this, today organizations are transforming, company cultures are changing and jobs are undergoing massive changes. What will the future bring? We believe that the jobs that will disappear altogether will be mainly manual, clerical and repetitive task focused jobs; in some jobs humans will cooperate or work with robots and software; there will be new jobs created that do not even exist today; and finally some jobs will remain to be done by us, humans.

These inevitable and on-going changes have a great impact on how we shape our focus and also on the way we work our clients. Organizations working in the Supported Employment arena first need to understand where the world of work is going. Our colleagues need to become much more future focused and aware of the trends on the labor market. We must become visionaries and build our ability to be leaders rather than followers. We then must “educate” our partner companies about the new labor market trends and convince them our clients have both the knowledge as well as the expertise to become “modern” workers.

We also need think disruptively and re-design the content of our programs supporting our clients. We need to understand what jobs will be available in the future for our clients, what hard and soft competences they will need to get these jobs and then stay employable and last but not least we must teach our clients the confident use of the digital equipment already available to them. For example, how a teacher of physically-challenged teacher of English can use Skype to teach English anywhere in the world from his kitchen. Or how anyone can participate in world-class educational courses offered by the most prestigious universities of the world almost free of charge. Or how anyone can create on-line courses and work from home. We believe that this new world of work self employment will become a much more attractive and feasible option for our clients.

There is a common understanding among HR professionals that time will soon come when job titles will be much less relevant than skill sets. The skills of the 21st century will be critical thinking, creativity, curiosity, adaptability and resilience. We in Supported Employment must start up-skilling our clients so that they can become the winners of the labor market trends and master creative career management knowledge, especially the notion of life-long learning.

PL 2: Implement quality thinking (L. Schilder)

Mrs. Lidy Schilder - Visser¹

¹*Stichting Blik Op Werk, Utrecht, The Netherlands*

In the Netherlands, well qualified staff is scarce for many companies and institutions. In addition, it is of social importance that people work longer (often with more health problems) and that everyone is going to get involved in the labour market.

In practice, we see many opinions and investigations. Unfortunately, only a limited number of those opinions and investigations actually turned into implemented corporate policies and strategies on how to support people with disabilities.

There are several causes why this fails. In this workshop, we explore the causes and give direction to possible solutions. We do this from the perspective of the employee, the middle management and the CEO on experienced quality. We will look into the differences.

We review different models to look into this challenge of experienced quality for all those who are involved. One of these models comes from change management (Caluwe). In addition, we are going to look at it from the business perspective to help to contribute to the objectives of the company (Lean and Agile).

In a relatively short time we will also look into in- and output system thinking.

This is where the quality framework about Supported Employment developed with European funding of EUSE gets a place.

Finally, I show you how the Foundation Blik op Werk has put the complexity of quality thinking and measuring into a quality mark for the issues of reintegration and jobcoaching.

PL 3: Supported employment and Down Syndrome (M. Mouka, E. Filippou, T. Akasoglou)

Themis Akasoglou, Supported Employment Supervisor Giannis Bistas¹, Job Coach Eleni Filippou¹, Occupational Therapist Maria Mouka¹

¹"MARGARITA" Vocational Training Center, Attica, Greece, Athens, Greece

This is the case study/best practice of a 26 year old woman with Down syndrome and moderate intellectual disability who presented as a trainee at "MARGARITA" Vocational Training Center and was forwarded to employment only a few months after her admission at the V.T.C. Her transition from education to employment was the quickest that "MARGARITA" has accomplished so far and very innovative for the standards of supported employment for persons with intellectual disability in Greece.

Her trainer at the pre-vocational department was able to notice her excellent manners, her urge to dress with elegance and appropriateness, as well as her ability to socialize even with people that she hardly knew. Her lack of hard skills due to her intellectual disability was not a barrier for her to be introduced to the job coach of "MARGARITA" who is responsible for the Vocational Rehabilitation Department.

The job coach has been in contact with potential employers for years, making good use of sensitized employers and sensitizing others. One of them, an owner of Boutique Hotels and manufacturer of mattresses, was targeted as a potential employer ten years ago, but no cooperation between them and the beneficiaries of "MARGARITA" had been feasible till recently, due to the fact that they were not already active in hotel industry.

During the previous year, the company was willing to hire 3-4 persons with intellectual disability as door keepers of the new Boutique Hotels-stores that they launched. A matching of the young woman's abilities and the company's specific needs was almost instant at "MARGARITA" and she was accepted for an interview, along with other four colleagues of her at the V.T.C. The result was that she was hired as a door keeper at one of the Boutique Hotels-stores that happens to be near to her house. Another beneficiary was also hired at another Boutique-Hotel. She, as a new employee, is fulfilling the expectations that the company had for the specific job placement, plus that she is extremely dutiful and almost never absent from her work. In fact, she adapted so well, that a few weeks after her hiring, additional tasks were introduced to her (helping in the dining room), carving a job with even more variety.

The young woman has been an employee for months being very pleased with her work, and so is the employing company. Her work differs from the one that is usually expected by a person with intellectual disability (being characterized from excessive repetitiveness or pertaining to cleaning tasks). A lot of things have already been arranged with the collaboration of her job coach and she is still having the support that she might need. She is extremely proud of her job and feels her life more complete, now being a woman who needs to split her hours per day, days per week and of course the thoughts in her mind to all the activities and things that matter to her – her family, her work and the man she feels in love with.

SmartEinklusion - Smart Devices to promote Inclusion in the first labor market 1 (U. Rump-Kahl, N. Arendt)

Mr. Uwe Rump-Kahl, Professor Sandra-Verana Müller

¹German Red Cross Wolfenbüttel - DRK-TFIS gGmbH, Wolfenbüttel, Germany, ²Ostfalia, University of Applied Sciences, Wolfenbüttel, Germany

Theoretical background

Many people with intellectual disability suffer from executive dysfunction. Executive dysfunctions have superior mental capacities that play a central role in the independent living of human beings. People with executive dysfunction often have difficulty performing complex procedures. For example, they suffer from increased distractibility, they quickly lose the thread and it comes to interruptions. These are points that make it difficult or prevent the occupational integration of these people into the first labor market.

Current Issues

A widely used and well - evaluated therapy for the treatment of executive dysfunctions is Goal Management Training (GMT). The aim of GMT is to subdivide higher-level goals into subgoals. The subgoals are successively processed and their achievement repeatedly reviewed. Usually this procedure is practiced with paper and pencil. We have now implemented the method of GMT in the form of an app that runs on both smartphones and smartwatches. The GMT was combined with the method of "errorless learning", which is particularly effective.

Method

We have now implemented the method of GMT in the form of an app that runs on both smartphones and smartwatches. The aim of the app is to guide people with intellectual disabilities through their daily work. Individual storylines can be created with the help of workflows from accompanying job coaches. These workflows lead people with intellectual disabilities through their daily work and should serve to avoid unorganized behavior, abortions and mistakes. Daily workflows can be created from individual workflows. In addition, the GMT app has a reminder function. Furthermore, a voice output and the possibility to integrate pictograms and photos were created to enable people with a lack of written language skills or limited language skills to use the app.

The overall objective is to enable people with intellectual disabilities to be independent and to participate in community life and, in particular, to participate in working life. The GMT app is intended to enable people to participate in working life, which is not possible without technical support. As part of a pilot study, the first experiences with the GMT app were collected and the experience gained there was incorporated into the further development of the app. The structure of the GMT app makes it easy and intuitive to use. Initial experience with the use of the app shows an improvement in the task of the patients in everyday life and work. We were able to find a greater job satisfaction of the users and a flawless work result.

Using technology in the field to enhance effective employment support practices and organizational capacity (K. Nye-Lengerman)

Dr. Kelly Nye-Lengerman¹, Dr. Alberto Migliore²

¹University Of Minnesota, Minneapolis, United States, ²University of Massachusetts, Boston, United States

Extensive literature, training, and credentialing programs exist for the dissemination of good practices in employment supports for job seekers with disabilities. However, without tools that document the implementation of these good practices, it's hard to know if the knowledge gets translated into quality services. This is an important issue for the field: it is only through receiving top quality employment supports services that adults with disabilities will increase their chances to progress toward employment and economic self-sufficiency. Employment consultants are the backbone of employment services for people with disabilities understanding their day to practices reveal how much or how little effective practices from the literature are being implemented, and what can be done to improve practices through individual and organizational level investments.

This presentation will describe findings from a study that involved over 100 employment consultants—in 37 employment programs, in 19 states—who submitted daily reports about their support practices for a year. This study randomized study including daily activity tracking, monthly virtual gatherings, technical assistance, and access to online training. Collectively the project not only sought to understand daily activities of employment consultants, but also further develop and advance the connections, support, and knowledge between employment consultants. For the daily activity tracking, data were collected through a new app for smart-phones designed to collect daily information about the consultants' activities taking place during the 30 minutes right before they received a text on their phones. The findings address questions such as "How much time do employment consultants spend with job seekers in community settings versus in their offices?"; "To what extent are family members involved in the various stages of job development?"; "How many employers do employment consultants typically meet on a weekly basis?"

This research represents a multi-year partnership between the Universities of Minnesota and Massachusetts. Multiple studies have continued to explore not only individual employment consultant practices, but also the organizational and cultural context in which employment support occur. Findings and recommendations on how organizations can support and invest in effective employment consultants will be discussed. This research has implications for individual, organizational, and policy level investments that could improve employment outcomes for people with disabilities.

Wednesday 29 May 2019

Programme Line 4:

**A digital future for Supported
Employment (mixed with Ws of PL1, PL2
& PL3)**

11:30 – 12:15 hours

Cedris presents KIT - Knowledge alliance on inclusion and technology. Partnership with TNO and SBCM. Innovative pilots! 1 (L. Bos)

Drs. Leendert Bos

¹*Cedris, Utrecht, The Netherlands*

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- How do we accelerate the inclusive design of technology
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Concluding: Cedris will be able to present in the plenary session an inspiring story and an innovative approach, taking into account leading players in the field of inclusive business and newest technologies!

PL 3: Strengthening the quality of supported employment services (A. Migliore)

Dr. Alberto Migliore¹, Dr. Kelly Nye-Lengerman²

¹University of Massachusetts Boston, Institute for Community Inclusion, Boston, United States, ²University of Minnesota, Institute on Community Integration, Minneapolis, United States

The unemployment rate of adults with intellectual and developmental disabilities (IDD)—referred to as learning difficulties in the UK and other European countries—is a national crisis in most countries. In the United States, approximately 32,000 direct service workers (e.g. employment consultants, job developers, job coaches, employment specialists) are available to support job seekers with IDD to find employment. However, often these professionals are left alone on the front lines, struggling with supporting job seekers who may have limited work and social skills while addressing employers' demands for hiring effective workers.

Strengthening the quality of supported employment services and the professionals who provide these services is key for increasing the likelihood that adults with IDD progress toward employment and economic self-sufficiency. The purpose of this presentation is to examine the quality of employment services available to job seekers with disabilities in the U.S., and to offer recommendations for improvement.

This presentation addresses the EUSE theme “Delivering quality support - what works?” The discussion is grounded in findings from a longitudinal study that tracked how direct service workers invested their time in supporting job seekers in finding individual paid employment, between 2016 and 2017, in the United States. The findings showed that only about 30% of these professionals' work time was invested in providing supports that lead to hire, corresponding to about two and a half hours a day. When providing supports that lead to hire, only about 12% of the time was spent with employers and only 3% with families or acquaintances. Secondary interactions represented another 17% of time with employers and 8% with families or acquaintances. The largest share of supports leading to hire was provided in the support professionals' offices (41%) rather than in community settings.

Based on these findings and the literature about effective employment support practices, we recommend that direct service workers be supported to establish a regular review of their time investments, with particular emphasis on (a) Increasing time invested in supports that lead to hire, (b) spending more time in businesses, (c) increasing interactions with employers, and (d) involving family members of job seekers in the employment process. Moreover, we recommend that research resources be invested in improving the measurement of the fidelity of implementation of employment support practices.

The presenters will engage the audience throughout the presentation as well as during the Questions and Answers at the end, to ensure maximum participation and relevance of the conversation.

This presentation contributes to moving forward with innovation and excellence in providing top quality employment support services, with an emphasis on strengthening the direct service workforce, promoting effective program and staff management, and implementing the employment service system of tomorrow.

SmartEinklusion - Smart Devices to promote Inclusion in the first labor market 2 (U. Rump-Kahl, N. Arendt)

Mr. Uwe Rump-Kahl¹, Professor, Dr. Sandra-Verena Müller²

¹German Red Cross Wolfenbüttel - DRK-TFIS gGmbH, Wolfenbüttel, Germany, ²Ostfalia, University of Applied Sciences, Wolfenbüttel, Germany

Theoretical background

Many people with intellectual disability suffer from executive dysfunction. Executive dysfunctions have superior mental capacities that play a central role in the independent living of human beings. People with executive dysfunction often have difficulty performing complex procedures. For example, they suffer from increased distractibility, they quickly lose the thread and it comes to interruptions. These are points that make it difficult or prevent the occupational integration of these people into the first labor market.

Current Issues

A widely used and well - evaluated therapy for the treatment of executive dysfunctions is Goal Management Training (GMT). The aim of GMT is to subdivide higher-level goals into subgoals. The subgoals are successively processed and their achievement repeatedly reviewed. Usually this procedure is practiced with paper and pencil. We have now implemented the method of GMT in the form of an app that runs on both smartphones and smartwatches. The GMT was combined with the method of "errorless learning", which is particularly effective.

Method

We have now implemented the method of GMT in the form of an app that runs on both smartphones and smartwatches. The aim of the app is to guide people with intellectual disabilities through their daily work. Individual storylines can be created with the help of workflows from accompanying job coaches. These workflows lead people with intellectual disabilities through their daily work and should serve to avoid unorganized behavior, abortions and mistakes. Daily workflows can be created from individual workflows. In addition, the GMT app has a reminder function. Furthermore, a voice output and the possibility to integrate pictograms and photos were created to enable people with a lack of written language skills or limited language skills to use the app.

The overall objective is to enable people with intellectual disabilities to be independent and to participate in community life and, in particular, to participate in working life. The GMT app is intended to enable people to participate in working life, which is not possible without technical support. As part of a pilot study, the first experiences with the GMT app were collected and the experience gained there was incorporated into the further development of the app. The structure of the GMT app makes it easy and intuitive to use. Initial experience with the use of the app shows an improvement in the task of the patients in everyday life and work. We were able to find a greater job satisfaction of the users and a flawless work result.

The career development of employment staff through an innovative digital approach 2 (K. Flippo)

Karen Flippo¹, Bill Waibel²

¹*University of Massachusetts Boston* ²*Elsevier Clinical Solutions*

Training employment services staff on the techniques of assessing individuals' skills, preferences and conditions for employment, such as job development, employer engagement, and job site training and skill acquisition can be challenging due to limitations of agency time and money. Frequently, individuals become job developers or employment specialists without having the benefit of receiving in-depth training. Sometimes the training that is offered is not conducive to an individual's learning style or time when training is needed. Consequently, the 21st century learner requires 21st century tools and approaches to acquire, retain and use information.

In response to these challenges, the Institute for Community Inclusion at the University of Massachusetts, Boston developed an on-line suite of courses tailored for employment specialists, job developers and their supervisors and managers titled the College of Employment Services. Curriculum includes 14 courses written using a problem based learning approach. It includes a variety of video case studies to demonstrate how to deliver employment services the correct way. The design and content of the courses seeks to educate, enrich and inspire those who take them. Guidance is also given to the managers and supervisors of the students to give them ideas on how the students can demonstrate what they have learned. This curriculum meets all of the APSE competencies and is available on-demand, 24/7, in a self-instruction format. Each course is authored by an expert in the particular topic and is edited by at least 2 external editors who are also subject matter experts. The entire curriculum can be viewed on computers as well as mobile devices for the convenience of the student meeting the needs of the highly mobile and busy employment staff.

Presently 19,000 individuals are using the course in 24 states in the U.S. Research studies have shown that job retention is increased using this modality.

Having a highly skilled workers has long been a goal of the supported employment movement. Our field needs to fully explore how people best learn, when should this learning take place and how should we use available technology for training and skill acquisition. Our presentation will pose an answer to this challenge.

Wednesday 29 May 2019

Programme Line 4:

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ENABLE Me - using assistive technology to open the door to Employment 2 (A. Ryan)

Miss. Ashley Ryan

¹ENABLE Scotland, Motherwell, United Kingdom

Assistive technology makes a huge difference to the lives of disabled people, promoting independent living and enabling people to access employment opportunities and their communities. However many disabled people and employers see assistive technologies as costly bespoke equipment that is inaccessible to them.

Clients require an assistive technology that supports their employment aims, is free to use and easy to access.

ENABLE Me is an innovative mobile app developed by ENABLE Scotland, in partnership with JP Morgan. It was developed in consultation with clients who have a learning disability, ASD, physical disabilities and long term health conditions to ensure ease of use and appropriate functionality. Clients were consulted throughout the build process and were able to bug test the app providing feedback to the developers throughout.

ENABLE Me is free to download and is available on both iOS and Google Platforms. It uses minimal battery and can be fully accessed offline therefore allowing use in remote or rural locations.

ENABLE Me is a piece of assistive technology designed to build independent employment skills and has 5 key functions –

Journeys – supports the development of independent travel skills, often a key barrier to employment. Clients are able to build personalised journeys through video, audio, text and pictures.

Tasks – supports the development of skills at work and is a systematic task instruction feature. It breaks down tasks into its component parts solidifying learning and increasing client confidence.

Work Log – supports the development of an employment action plan and highlights areas of difficulty allowing for targeted development.

Personal Support – provides the opportunity to set personalised coping strategies for work or when out in the local community. Using a traffic light system a client can identify their current location – at work, home or in the community and their current stress levels and see a series of personalised strategies.

FAQs – a set of frequently asked questions in relation to employment, jobs, community and friendship. These questions were developed by our clients as things they commonly asked and are designed to reduce reliance on paid support, where possible.

ENABLE Me has been piloted across Scotland to clients of ENABLE Scotland, with great success and is now being adopted as an increasingly essential digital solution by other Employment Providers across Scotland.

ENABLE Me is an app designed for clients and their Job Coaches.

By providing a digital solution employers and job coaches are able to work with clients to identify and overcome issues quickly and in a manner accessible to the staff member. It provides the client with a tool

which can be adapted, changed and reviewed when at work and at home solidifying learning. It fully supports the aims of Supported Employment and has increased sustainment for disabled people at work.

Feedback from clients and their families has been excellent with many of them calling it life changing. Employers have also responded positively to the app and have seen many positive changes for their staff, reporting increased performance, initiative, confidence and motivation.

PL 2: 2017 Kessler Foundation National Employment and Disability Survey: Supervisor Perspectives (KFNEDS-SP) (J. O'Neill)

Director Employment and Disability Research John O'Neill, Senior Vice President Grants and Communications
Elaine Katz¹

¹*Kessler Foundation, East Hanover, United States*

Key findings will be presented from the 2017 Kessler Foundation National Employment and Disability Survey: Supervisor Perspectives (KFNEDS-SP). Six thousand supervisors participated and provided information about most-used employer practices, most effective practices, and emerging practices showing promise of improving employment for people with disabilities. The presentation will cover how employers are recruiting, hiring, onboarding, training, accommodating, and retaining employees both with and without disabilities.

The innovative design of the 2017 KFNEDS:SP focused on identifying effective processes and practices that employers use to employ people with disabilities. This design asked if the organization used a practice, and if so, whether it was effective, and then, whether the practice was as effective with regard to people with disabilities. The design also delved inside organizational perspectives about employing people with disabilities—asking supervisors about the commitment of upper management relative to their own perspectives

More specifically, the presentation will cover KFNEDS-SP findings regarding:

- Relative commitment of supervisors and upper management to hiring, training and accommodating employees;
- Use and effectiveness of specific recruitment and hiring practices such as using outside organizations for recruitment, accessible application and interview techniques and auditing hiring procedures to ensure accessibility;
- Use and effectiveness of specific onboarding practices like onsite training by supervisor or coworker, job shadowing and short term outside training assistance;
- Use and effectiveness of specific accommodation practices including flexible work schedule, working from home and job sharing;
- Use and effectiveness of specific practices to retain employees with disabilities such as training employees regarding disability issues and cultural competence and obtaining guidance from federal, state or local resources.

The above KFNEDS-SP findings will be further explored for important differential implications depending of employment sector, industry, business size, supervisors' experience with disability.

Virtual Reality for people with learning disability in vocational profiling 2 (R. Elston)

Mr. Robert Elston

¹*Status Employment, Croydon, United Kingdom*

In a digital era, focused on the exploitation of ICT Tools (VIRTUAL REALITY) by people with learning disabilities Down Syndrome, developing ADAPTED learning materials and tools as well as actions that support their effective use. VIRTUAL DS, is a project that promotes, through an integrating and innovative approach, the inclusion of people with Down syndrome (PSD) and learning disabilities in ordinary work environments, using Virtual Reality (VR) experiences as support in their training and to help in the vocational profiling area for candidates. The experiences are not meant to replace work tasters but to enhance the persons knowledge of different jobs with real life jobs with both core skills of the jobs and many soft skills that are needed. The jobs featured are retail, catering and hospitality, and working in hotels.

The workshop will demonstrate the scenarios' through virtual reality glasses, and computer exercises. The workshop will enable participants to experiences the exercises that people with learning disabilities will be able to use when looking at helping them choose the right employment opportunities. It will also show the different exercises that will help with those vital soft skills that are needed in real life employment situations. It will enable participants to see how the exercises will increase candidates knowledge of employment situations and soft skill scenarios. It will enable you to experience different jobs using employers and see how this could be transferred in helping in the vocational profile section of supported employment.

The training concentrates on real life job experiences of people with learning disabilities with exercises that will aid in the vocational profiling area of supported employment. It will also look at the necessary guide to trainers accompanying the virtual reality training to make sure it remains relevant to the supported employment process.