

Leonardo da Vinci Partnership

Job Coaching for people with learning disabilities

3rd Newsletter

1. 4th Transnational Partners Meeting in Merseburg, Germany, 28th - 30th of March 2014

From Friday 28th of March until 30th of March 2014 the 4th transnational partners meeting took place in Merseburg (Germany, region of Saxony-Anhalt) by invitation of the Verein zur sozialen und beruflichen Integration e.V. (VSBI). During the meeting the 22 participants from all 6 “Job Coaching” got an introduction to cultural, social and economical background of the venue by the president of the VSBI Roger Schmidtchen. The working-session was situated in one of the oldest permanently used living houses at the Domstrasse 2, in the historical centre of Merseburg near the castle the cathedral. The VSBI used the basement of the house for a citizen workshop to empower the local population and civil society and offer training programs as well as cultural events.



During the meeting the Comparative Report - Analysis and comparison of **National Legislations for People with Learning Disabilities** and currently existing tools and methodologies as well as a presentation of country-reports and the summary of Reports were discussed. Other topics were the presentation and discussion about the “Skills Assessment Framework and Tool” as well as the , preparation of pilot trainings of the involved staff of the participating organisations.

Also the dissemination activities and the preparation of missing outcomes stood on the agenda. At least the partnership discussed the agenda, date and meeting place for the final project meeting in UK, which should be from 21st till 23rd in UK, London. Finally the partners from Social Enterprise Europe presented the ideas concerning “Social Enterprises and skill assessment”.



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Job Coaching
for People with Disabilities

Verein zur sozialen und beruflichen INTEGRATION

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2. Comparative Report - Analysis and comparison of National Legislations for People with Learning Disabilities and currently existing tools and methodologies of skill assessments

Until the 4th partnerships meeting in Merseburg all partners prepared a country report concerning National Legislations for People with Learning Disabilities currently existing tools and methodologies in their countries. The template was prepared by the partner SEE and it consists 6 chapters:

1. Definitions
 - a) *What is disability?* b) *What is learning disability?*
2. Current Situation of employment of disabled people,
3. Legal Framework,
4. Institutions involved in assessment and integration process,
5. Determination of existing tools,
6. Area for Development.

Mr. Andrew Picken from SEE made a short resume about the comparison of the national reports. Each country report is interesting in itself, but emphasised different things. So it is hard to see patterns. But he saw some similarities - similar problems reported in each country, but on different journeys to tackle them. All reports showed that the UN Convention on disability rights is playing a more or less important role (except, perhaps, Turkey). All have some definition of a learning disability and all participating countries have some financial support system. In some countries, employers have a statutory requirement to employ people with disabilities. Legislation of all are also based on EU strategies, but enacted and operated differently. Only the German and the UK report showed a certain number of existing tools and instruments to measure the skills of people concerning their employability and the support needed to integrate them into a job. The partners In Lithuania, Bulgaria and Turkey couldn't identify such kind of instruments used so far in their countries. He saw the situation in UK is going a bit backwards because of financial situation, means reducing benefits and aids to support people.

The comparative report and the country reports are available for download at http://job-coaching.weebly.com/uploads/2/1/9/7/21979720/consolidated_comparative_report_on_learning_disabilities.pdf



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3. “Skills Assessment Framework and Tool”

As part of the Comparative Report of currently existing tools and methodologies of skill assessments only from UK and Germany a certain number of existing and currently used tools and instruments were collected and compared in a spreadsheet report from Mrs. Janet Picken SEE. She made differences between the purposes for which the assessment test might be used:

- for establishing entitlements to benefit?
- for assessing the amount of work a person is capable of doing?
- for assessing the level of support a person needs if in supported employment?.

As a result Mr. Dimitar Mitev from MEC presented a draft of a new job evaluation matrix based on examining skill capacities and mapping to particular types of job, which was developed by MEC for the Job Coaching partnership. The tool shall help coaches to assess the capacities of people with learning disabilities and also to recommend possible jobs based on these capacities.



Job Coaching people with Disabilities

Skills Assessment Matrix



Nr	Vocational Abilities English	Candle Making	Ceramics and Pottery creation	Floristry	Knitting	Jewellery Design and creation	Mosaic Art making	Handicraft	Homecare	Bookmaking	Woodwork	Cooking (kitchen assistant)	Gardening
	Reading-Writing												
1	Read sentences in line with the rules								<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2	Writes sentences in line with the rules								<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Using the Guideline												
3	Obeys the one or two degree guidelines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>
4	Obeys the three or more guidelines									<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Interrelations of the objects												
5	Differentiates beings in terms of their quantity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6	Put the things into order in terms of their quantity		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7	Differentiates beings in terms of their size	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Put beings into order in terms of their size	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9	Differentiates beings in terms of their height	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Put beings into order in terms of their height	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Differentiates beings in terms of their thickness and thinness	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Put beings into order in terms of their thickness and thinness	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
13	Differentiates beings according to being inside another thing	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14	Differentiate beings according to being on or under another thing	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

The discussion among the partnership didn't show a common point of view of the usability and functionality of this tool and framework. The partnership agreed, that is not possible to establish and evaluate scientifically a totally new complex assessment tool, but it could be an easy to use tool in countries in which other complex tools are not used until now and also in UK and Germany it could be an additional instrument . All partners are testing now the tool in daily activities of their organisations and will evaluate it until the end of the project time.

The UK and the German partner suggested a questionnaire or online survey concerning the experiences of professional staff and other stakeholder with existing instruments. The survey shall be conducted till the end of the project.