



# Multinational Educational Center

**Job Coaching for people with learning disabilities**  
First Project Meeting  
Rousse, Bulgaria  
01-02/12/2012





## Legislative systems for employment of people with disability

### The Legal Basis

#### Acts, Regulations, Institutions

- Disability Discrimination Act (DDA) – the core of the legislation regarding the disability
- The Disability Equality Duty - The duty of public sector organisations to promote equality of opportunity
- UN Convention on disability rights - The UN has set up an international human rights convention on the rights of disabled people
- The Mental Capacity Act - Protecting people who are unable to make some decisions for themselves





## Legislative systems for employment of people with disability

### The Legal Basis

#### Acts, Regulations, Institutions

- The Mental Health Act - The assessment, treatment and rights of people with a mental health condition
- The Equality and Human Rights Commission - the commission aims to end discrimination and protect human rights
- The Office for Disability Issues - Co-ordinating the development and delivery of services for disabled people
- Jobcentres and Disability Employment Advisers - provide skilled advice at every stage of the search job process
- etc.






## Legislative systems for employment of people with disability

### The Legal Basis

#### The Disability Discrimination Act (DDA)

- The Disability Discrimination Act is a piece of legislation that promotes civil rights for disabled people and protects disabled people from discrimination.
- DDA came into force in 1995 and it has been significantly extended during the years. Last redaction in 2005.
- The Act requires public bodies to promote equality of opportunity for disabled people. It also allows the government to set minimum standards so that disabled people can use public transport easily.



## Legislative systems for employment of people with disability

### The Legal Basis

#### The Disability Discrimination Act (DDA)

DDA aims to end the discrimination that many disabled people face. Thus it covers the following areas:

- employment
- education
- access to goods, facilities and services, including larger private clubs and land-based transport services
- buying or renting land or property, including making it easier for disabled people to rent property and for tenants to make disability-related adaptations
- functions of public bodies, for example issuing of licences

## Legislative systems for employment of people with disability

### The Legal Basis

#### The Disability Discrimination Act (DDA)

##### Definition of 'disability' under the DDA:

DDA defines a disabled person as someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.


##### Guidance and codes of practice

The government has published statutory guidance, primarily to assist adjudicating bodies like courts and tribunals in deciding whether a person is a disabled person for the purposes of the DDA.

##### The Equality and Human Rights Commission (EHRC)

It brought together the work of three former equality commissions (Disability Rights Commission, Commission for Racial Equality and Equal Opportunities Commission)

The EHRC opened on 1 October 2007, has taken over all the activities of the Disability Rights Commission. It runs a dedicated disability helpline.





## Legislative systems for employment of people with disability The Legal Basis

### The Disability Discrimination Act (DDA)

#### Disabled people's rights in everyday life:

➤ Access to everyday services - The DDA gives disabled people important rights not to be discriminated against:

- in accessing everyday goods and services like shops, cafes, banks, cinemas and places of worship
- in buying or renting land or property
- in accessing or becoming a member of a larger private club (25 or more members)
- in accessing the functions of public bodies, like the issuing of licences for example

➤ Employment rights - It is unlawful for employers to discriminate against disabled people for a reason related to their disability, in all aspects of employment, unless this can be justified. Justification is only possible in certain circumstances.

➤ Motoring and transport rights - Disabled people have rights of access in relation to motoring, transport and travel infrastructure, such as railway stations and airports, under the DDA. They also have a right to information about transport in an accessible format.



## Legislative systems for employment of people with disability The Legal Basis

### The Disability Discrimination Act (DDA)

#### Disabled people's rights in everyday life:

➤ Rights in health - The DDA gives disabled people rights of access to health services and social services, such as doctors' surgeries, dental surgeries and hospitals. They also have a right to receive information about healthcare and social services in a format that is accessible to them.

➤ Education and training rights - The Special Educational Needs and Disability Act 2001 amended the Disability Discrimination Act 1995 to make unjustified discrimination by education providers against disabled pupils, students and adult learners unlawful. The Disability Discrimination Act 2005 took things further, giving most public authorities a positive duty to promote disability equality.

➤ Mental health rights - Many people with a mental health condition do not think of themselves as 'disabled' - but they have rights under the DDA.

➤ etc.



## Legislative systems for employment of people with disability

### Access to Work - practical help at work

Access to Work is a governmental institution that can help people if their health or disability affects the way they do their job. It gives them and their employer advice and support with extra costs which may arise because of disabled employee's needs.

Access to Work helps disabled people by paying for:

- the equipment they need at work
- adapting premises to meet their needs
- the cost of getting to work if they cannot use public transport
- or a support worker

If they need a communicator at job interviews, Access to Work may be available, too.



## Legislative systems for employment of people with disability

### Access to Work - practical help at work

#### How to contact Access to Work

➤ If someone feels that the type of work he/she does is affected by a disability or health condition that is likely to last for 12 months or more, he should contact his regional Access to Work contact center to check whether he/she can get help.

➤ Alternatively, he/she may ask the Disability Employment Adviser (DEA) at his/her local Jobcentre about Access to Work.



## Legislative systems for employment of people with disability

### Access to Work - practical help at work

#### Getting help - the process

➤ If someone is likely to be eligible for Access to Work, him/her should be sent an application form to fill in and send back.

➤ When the completed form has arrived back, an Access to Work adviser will contact him/her. The adviser will usually speak to him/her and his/her employer to reach a decision about the best support. In most cases, this can be done over the telephone, but a visit can be arranged if necessary.

➤ Sometimes specialist advice may be needed, which the Access to Work adviser will help to arrange. For example, the adviser may arrange for a specialist organisation to complete an assessment and recommend appropriate support. In this case, a confidential written report will be sent to the Access to Work adviser, who will use this information to help them decide on the right level of support.



## Legislative systems for employment of people with disability

### Access to Work - practical help at work

#### Employer's responsibilities

➤ Once the advisers have decided on the package of support they feel is appropriate, they will seek formal approval of their recommendations from Jobcentre Plus. The disabled person and his employer will then receive a letter informing them of the approved level of support and the grant available.

➤ It is the responsibility of the employer - or the disabled person, if he/she is self-employed - to arrange the agreed support and buy the necessary equipment. The employer can then claim repayment of the approved costs from Access to Work.



## Legislative systems for employment of people with disability

### Access to Work - practical help at work

#### The Access to Work grant

The amount of help which a disabled person or his employer may receive from Access to Work will vary depending on how long he/she has been employed, what support he/she need and whether he/she is self-employed.

Access to Work pays a proportion of the costs of support if all of the following is applicable to the disabled person:

- he/she is working for an employer
- he/she has been in the job for six weeks or more
- he/she needs special equipment or adaptations to premises

## Legislative systems for employment of people with disability Access to Work - practical help at work

Access to Work can pay up to 100 percent of the approved costs if the disabled person is:

- unemployed and starting a new job
- self-employed
- working for an employer and have been in the job for less than six weeks

Whatever the employment status, Access to Work will also pay up to 100 per cent of the approved costs of help with:

- support workers
- fares to work
- communicator support at interview

The precise level of cost sharing is agreed between the employer and the Access to Work adviser.

After between one and three years, Access to Work will review the circumstances and the support receiving.

## What else must be done

### Business needs to:

- Learn from disabled people directly, accessing their talents and purchasing power.
- Ensure that high level business strategies explicitly aim to realise the potential for disabled people to contribute to business performance – and to create disability confident organisations.
- Systematically explore, understand and overcome deeply rooted prejudices and fears in their organisations concerning disabled people and disability.
- Ensure technology liberates contribution and remove all and any e-discrimination in employment and customer care systems.

## What else must be done

### Governments need to:

- Focus on overcoming ignorance and fear of disability with a particular emphasis on the education of young people.
- Position employers and disabled people as valued 'customers' of services which help people with disabilities into education, training and work.
- Improve their own ability to employ disabled people and value disabled people as citizens and stakeholders.
- Create a benefit and health system that has high expectations of disabled people's employability and provides security out of employment and incentives in employment.
- Monitor the impact of legislation on both disabled people and business.

## Framework of Skill Assessment Method and Test Document

### Guidelines of Professional Competence Usage Scale

- The following form is developed for identifying the performance of the Professional competence of the individuals who have educable mental disabilities and provide the development of the most suitable Professional areas based on to this disability.
- The training objectives of the associations, that give the professional competence to these mentally disabled individuals, are examined before developing this form. The main requirements of the expected acquisitions and the skills of these mentally disabled individuals objectives are took into consideration and aimed to determine it.
- The expert who will apply this form must fill in it, before checking whether the the individual have these skills or not, talking with the people who have close relations with this individual like his/her mother, father or teachers.

## Framework of Skill Assessment Method and Test Document

### Guidelines of Professional Competence Usage Scale

The form consists of 15 columns;

- In the first column the number,
- In the second column the Professional competences,
- Between the 3. and the 15. columns consist of the names of the professional educational programmes of these educable mental disabilities.

**Multinational Educational Center**

### Framework of Skill Assessment Method and Test Document

➤ Guidelines of Professional Competence Usage Scale

Vocational Ability English	Decorative Craft Making	Graphic Workbooks	Practical Workshop	Writing	Arithmetic	Reading	Handwriting	Technical Drawing	Modeling	Painting	Photography	Music	Physical Education	Foreign Language	Information Technology	Other
<b>Reading Writing</b>																
12 Read sentences in line with the rules.																
13 Write sentences in line with the rules.																
<b>Using the Guidelines</b>																
14 Describe the one or two diagonal guidelines.																
15 Copy the three or more guidelines.																
<b>Identifications of the objects</b>																
16 Differentiate being in terms of their quantity.																
17 Put the things into order in terms of their quantity.																
18 Differentiate being in terms of their size.																
19 Put things into order in terms of their size.																
20 Differentiate being in terms of their height.																
21 Put things into order in terms of their height.																
22 Differentiate being in terms of their thickness and diameters.																

Education and Culture  
Lifelong learning programme  
GRUNDTVIG

**Multinational Educational Center**

### Framework of Skill Assessment Method and Test Document

➤ Guidelines of Professional Competence Usage Scale

Vocational Ability English	Decorative Craft Making	Graphic Workbooks	Practical Workshop	Writing	Arithmetic	Reading	Handwriting	Technical Drawing	Modeling	Painting	Photography	Music	Physical Education	Foreign Language	Information Technology	Other
12 Put things into order in terms of their thickness and diameters.																
13 Differentiate being according to being inside another thing.																
14 Differentiate being according to being on or under another thing.																
15 Differentiate being according to being near or far another thing.																
16 Differentiate being according to being in front of or behind another thing.																
17 Differentiate being according to being on the left and right directions.																
18 Differentiate being according to being empty or full.																
19 Differentiate being according to being high or low.																
20 Differentiate being according to being heavy or light.																

Education and Culture  
Lifelong learning programme  
GRUNDTVIG

**Multinational Educational Center**

### Framework of Skill Assessment Method and Test Document

➤ Guidelines of Professional Competence Usage Scale

Vocational Ability English	Decorative Craft Making	Graphic Workbooks	Practical Workshop	Writing	Arithmetic	Reading	Handwriting	Technical Drawing	Modeling	Painting	Photography	Music	Physical Education	Foreign Language	Information Technology	Other
<b>Rhythmic counting</b>																
23 Counts one by one until 50.																
<b>Number numbers</b>																
24 Comprehends 1,2,3,4,5,7,8,9 and 10 natural numbers.																
25 Writes the numbers.																
26 Comprehends two digit numbers.																
<b>Position</b>																
27 Shows the cardinal line between two things.																
28 Shows the half line between two things.																
29 Shows the quarter line between two things.																
<b>Measuring</b>																
30 Make measuring with finger.																
31 Make measuring with open.																
<b>Measurements of the objects</b>																
32 Measures the length of the object that is shown in meter.																

Education and Culture  
Lifelong learning programme  
GRUNDTVIG

**Multinational Educational Center**

### Framework of Skill Assessment Method and Test Document

➤ Guidelines of Professional Competence Usage Scale

Vocational Ability English	Decorative Craft Making	Graphic Workbooks	Practical Workshop	Writing	Arithmetic	Reading	Handwriting	Technical Drawing	Modeling	Painting	Photography	Music	Physical Education	Foreign Language	Information Technology	Other
33 Measure the length of the object shown in centimeters.																
34 Knows that a meter is 100cm.																
35 Knows that a centimeter is 10 mm.																
36 Draw a grid of 100 squares of centimeters in length with a ruler.																
37 Cut Paper and cardboard according to size.																
<b>Measurements of the objects</b>																
38 Measure with a glass.																
39 Measure with a spoon.																
<b>Measurements of the time</b>																
40 Say the time a set time per hour.																
41 Say the time a set time half hour.																
42 Say the time a set time quarter hour.																

Education and Culture  
Lifelong learning programme  
GRUNDTVIG

**Multinational Educational Center**

### Framework of Skill Assessment Method and Test Document

➤ Guidelines of Professional Competence Usage Scale

Vocational Ability English	Decorative Craft Making	Graphic Workbooks	Practical Workshop	Writing	Arithmetic	Reading	Handwriting	Technical Drawing	Modeling	Painting	Photography	Music	Physical Education	Foreign Language	Information Technology	Other
43 Draw geometrical shapes.																
44 Draw area and accurate lines and a segment.																
45 Draw vertical and parallel lines.																
46 Differentiate geometrical shapes.																
<b>Signatures ability</b>																
47 Hold small objects with fingers.																
48 Keep the object firm proper place.																
49 Hold the object on screen.																
50 Move the object that is hooked back and forward to push.																
51 Push the object strongly.																
52 Find suitable objects into the holes on a surface and removes them.																

Education and Culture  
Lifelong learning programme  
GRUNDTVIG

**Multinational Educational Center**

### Framework of Skill Assessment Method and Test Document

➤ Guidelines of Professional Competence Usage Scale

Vocational Ability English	Decorative Craft Making	Graphic Workbooks	Practical Workshop	Writing	Arithmetic	Reading	Handwriting	Technical Drawing	Modeling	Painting	Photography	Music	Physical Education	Foreign Language	Information Technology	Other
44 Push the rubber of the cardboard.																
45 Push cardboard carton between a finger width.																
46 Drive nails in.																
47 Drive nail and pull out a screw with a screwdriver.																
48 Tighten a screw.																
49 Insert light bulb on a nail.																
50 Stick something with string.																
51 Connect two points by string.																
52 Stick the chewing objects surface together.																
53 Thread a needle.																
54 Tie two ropes together.																
55 Tie the end of the rope. After the thread a needle.																

Education and Culture  
Lifelong learning programme  
GRUNDTVIG

**Multinational Educational Center**

### Framework of Skill Assessment Method and Test Document

➤ Guidelines of Professional Competence Usage Scale

Vocational Ability English	Decorative Candle Making Workshop	Flower Workshop	Knitting Workshop	Jewelry Designing	Mosaic	Handicraft	Home Maintenance	Sublime Autography	Printing Workshop	Wood Technology	Robot Technology	Overseas Workshop
76 Ties the rope at the wooden stick.	<input checked="" type="checkbox"/>											
77 Makes a drawing.												
78 Prints a pattern on fabric.												
79 Makes hand sewing.												
80 Embroiders.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>									
81 Makes a copy with carbon paper.												
82 Copies the patterns on the parchment.												
83 Draws the pattern with a compass.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>										
84 Draws a design pattern on the fabric.												
85 Draws a pattern on the paper.												
86 Makes a card with a new design.	<input checked="" type="checkbox"/>											
87 Prints the fabric pattern without overlap.	<input checked="" type="checkbox"/>											

Education and Culture  
Lifelong learning programme  
GRANDTVG

**Multinational Educational Center**

### Framework of Skill Assessment Method and Test Document

➤ Guidelines of Professional Competence Usage Scale

Vocational Ability English	Decorative Candle Making Workshop	Flower Workshop	Knitting Workshop	Jewelry Designing	Mosaic	Handicraft	Home Maintenance	Sublime Autography	Printing Workshop	Wood Technology	Robot Technology	Overseas Workshop
Using Various Tools												
88 Uses the alarm clock.												
89 Uses the clothes.	<input checked="" type="checkbox"/>											
90 Uses the dish washer.												
91 Uses the dust.												
92 Uses the fridge.												
93 Uses the food machine.												
94 Uses the mixer.												
95 Uses the oven.												
96 Uses the printer.												
97 Makes a card.	<input checked="" type="checkbox"/>											
98 Uses the light.												

Education and Culture  
Lifelong learning programme  
GRANDTVG

**Multinational Educational Center**

### Framework of Skill Assessment Method and Test Document

➤ Guidelines of Professional Competence Usage Scale

Vocational Ability English	Decorative Candle Making Workshop	Flower Workshop	Knitting Workshop	Jewelry Designing	Mosaic	Handicraft	Home Maintenance	Sublime Autography	Printing Workshop	Wood Technology	Robot Technology	Overseas Workshop
Kitchen skills												
99 Lights the matches. Use the pocket lighter.	<input checked="" type="checkbox"/>											
100 Opens the cover of a bottle with an opener.												
101 Opens the tin cover.												
102 Reads the sign on a slice of bread.												
103 Cooks the food into pieces.												
104 Cooks the dough with knife.	<input checked="" type="checkbox"/>											
105 Cleans the floor.												
106 Fixes the food.												
107 Prints the food with a knife.												
Using Computers												
108 Turns on/off the computer.												
109 Opens the files and the pictures in the computer.												
110 Prints the pictures on the screen.												
111 Prints the photos picture and file.												
Number of the Individual's Competence (NIC)	40	26	31	25	30	23	29	34	30	37	34	34

Education and Culture  
Lifelong learning programme  
GRANDTVG

**Multinational Educational Center**

### Framework of Skill Assessment Method and Test Document

➤ Guidelines of Professional Competence Usage Scale

Evaluation of results

Vocational Fields	Total Number of the Professional Competence (TNPC)	Number of the Individual's Competence (NIC)	Percentage
Decorative Candle Making	50	40	NIC/TNPC x100%= 80
Ceramic Workshop	33	26	NIC/TNPC x100%= 78
Flower Workshop	44	31	NIC/TNPC x100%= 70
Knitting Workshop	30	25	NIC/TNPC x100%= 83
Jewelry Designing	38	30	NIC/TNPC x100%= 78
Mosaic	28	23	NIC/TNPC x100%= 82
Handicraft	34	29	NIC/TNPC x100%= 85
Home maintenance	57	36	NIC/TNPC x100%= 63
Sublime Autography	42	38	NIC/TNPC x100%= 86
Printing Workshop	44	30	NIC/TNPC x100%= 68
Wood Technology	61	37	NIC/TNPC x100%= 60
Robot Technology -Cook helper	55	34	NIC/TNPC x100%= 61
Overseas Workshop	19	16	NIC/TNPC x100%= 84

Education and Culture  
Lifelong learning programme  
GRANDTVG

**Multinational Educational Center**

### Framework of Skill Assessment Method and Test Document

➤ Guidelines of Professional Competence Usage Scale

Evaluation of results

Name-Surname	National Id Number	Date Of Birth
<b>Educational Assessment</b>	Educable Mentally Disabled Primary education has benefited from a special class. Educational decision, Guidance and Research Center Center was decided to enrolment to Burnside school. As a result of the examination she was found to be successful over the 70 points on the vocational areas that are Overseas Workshop, Knitting Workshop, Mosaic, Jewelry Designing and Decorative Candle Making. According to student interest in one of these areas are suitable to provide professional development. The student's individual professional development program presented in the Appendix. The student's individual professional development program is presented in the Appendix.	
<b>Medical Assessment</b>	Educable Mentally Disabled Individual	
<b>Psycho-Social Assessment</b>	It was observed that she can do the instructions of one and two digit. Also it was observed that difficulties of attention and short-term attention. She wanted to end of the study because of longer time and said that was bored. Was reluctant to fill the instructions. After a short break, the study was continued.	
<b>Graduates Of The Program Type</b>	<input type="checkbox"/> Integrated (Combined/Mixed) Education <input checked="" type="checkbox"/> Special Classroom	

Education and Culture  
Lifelong learning programme  
GRANDTVG

**Multinational Educational Center**

### Framework of Skill Assessment Method and Test Document

➤ Guidelines of Professional Competence Usage Scale

Education and Culture  
Lifelong learning programme  
GRANDTVG

Thank you!!!

## Communication

- Website name check - MEC (end of year)
- Project Logo – all partners to suggest (next meeting)
- Google group – (end of year) – MEC
- Project facebook page – Social Enterprise
- Meeting Minutes (host organisation)
- To-do list with tasks for next meeting to be uploaded on the google group (host organisation)

## Project Outputs

- Skill Assessment Method and Test Document
  - Several tools to be included – each partner to select a number of tools (next meeting)
  - Share tools in advance on the google group (asap)
  - (Optional) Translate project deliverables in partner languages
- Evaluation of National Legislation – all partners prepare a summary (next meeting)
  - Legal barriers – all partners (next meeting)

## Next Meetings

- MEC (Coordinator)
- 2<sup>nd</sup> Meeting: Lithuania – April 2013
  - MEC to send out doodle to agree on the date
- 3<sup>rd</sup> Turkey: Nov 2013
- 4<sup>th</sup> Germany: Apr 2014
- 5<sup>rd</sup> Meeting: UK – June 2014