



Job Coach in Supported Employment

European practices and perspectives

Discussion report and Q&A

Webinar EDEW
Wednesday 16 November 2022
10:00-11:30



EDEW and Europe

Created in 1997 by LADAPT, the European Disability Employment Week is organised every year in November. This event, which has become increasingly successful each year, became European in 2015 (EDEW).

Within the framework of the EDEW, LADAPT's Europe and International Unit organises meetings, conferences and webinars with its European partners.

In 2022, for the 26th edition of the SEEPH, a European webinar was organised on the theme of Job Coaches in Supported Employment.

A panel of European organisations had the opportunity to discuss and highlight the different challenges encountered in this field within the EU:

- The training and recognition of the Job Coach
- The impact of Covid-19 and new working methods
- The opportunities, perspectives and limits of the Job Coach

A big thank you to the different speakers :

- Yorick Pedersen, Collectif France pour la recherche et la promotion de l'Emploi Accompagné CFEA (France)
- Lene Odberg Thorstensen, Fonix (Norway)
- Mauro Buzzi et Haydée Longo, Association FE.D.MAN (Italy)
- Stéphanie Brenet, LADAPT Lyon (France)
- Dimitris Turlidas, Centre de formation professionnelle Margarita (Greece)
- Orane Jouanneau, LADAPT (France)



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I/ The training and recognition of the Job Coach

Yorick Pedersen, Collectif France pour la recherche et la promotion de l'Emploi Accompagné (France)

Yorick Pedersen recalled the specificities of supported employment, which is a system that straddles the medico-social sector and the professional world. Supported employment is a response to people with disabilities who are unable to remain in employment on a long-term basis because, unfortunately, their situation makes the difficulties too great. The idea of supported employment is to provide a sustainable response through three major principles that are still disruptive. Placed/trained means accompanying people in their workplace. The second main principle is to accompany both the person and their employer: people with disabilities and employers are full beneficiaries of supported employment. The third principle is support without time limits, as long as necessary, and for life if necessary.

The main missions of the Job Coach are:

- Promote the development of the person's power to act
- Accompany the person in the 4 phases:
 - 1) Assessment of the person's situation
 - 2) Determining the professional project
 - 3) Assistance to the beneficiary in his/her job search
 - 4) Accompaniment in employment

Expected competences of job coaches:

- ✓ Have a "dual culture" of disability and enterprise
- ✓ Have an initial level of training or equivalent experience
- ✓ Know how to work in a network

Transversal skills :

- ✓ To position oneself as a job coach
- ✓ Adapt one's posture and language register according to the interlocutors.
- ✓ Identify the contours and limits of his/her fields of action, responsibilities and competences.
- ✓ Mobilise partners likely to intervene to take over
- ✓ Ability to think outside the box, to argue and defend one's points of view or projects with colleagues, partners, the person, the working community
- ✓ Allowing oneself to test, innovate, whatever the result.
- ✓ Project management
- ✓ To conceive, define and lead the support project over time in all its dimensions by mobilising and coordinating all the actors, and to evaluate its action.
- ✓ Updating knowledge and skills
- ✓ Research methods: mastering research methods
- ✓ Mastering computer tools and business supports

We note that out of 550 Job Coaches in France, approximately one third come from the business world (engineers, insurance companies, banks, administration, etc.), and two thirds come from the medico-social sector: vocational integration advisors, specialised educators, psychologists, occupational therapists.

The latter two categories are professionals who use the experiential knowledge they have acquired over several years of practice.

Today, several types of training exist:

- General training for the profession of Job Coach, notably delivered by the CFEA
- Specific training for certain groups, such as IPS (Individual Placement and Support) for people with mental disabilities

Currently, the CFEA is working on the engineering of the certification of a "Job Coach" title. Within this framework, two cohorts have been certified by means of recognition of acquired experience (RAE 2021/2022)

Thus the CFEA aims to be the national certifier of this title for the beginning of 2023

This will allow :

- ✓ An official and recognised definition of the profession and its missions
- ✓ The creation of a long training offer and by apprenticeship
- ✓ The determination of a level of qualification (level 6, master1)
- ✓ Access to the title by means of VAE (validation of acquired skills)
- ✓ Eligibility of training courses for state funding and dedicated funds
- ✓ To follow and develop the profession and training according to the societal contexts

Dimitris Tourlidis, Margarita Vocational Centre (Greece)

Based on the definition of the European Union of Supported Employment (EUSE), supported employment is *"Providing support to people with disabilities or other disadvantaged groups to secure and maintain paid employment in the open labour market"*¹.

Within the activities of Supported Employment there is a wide range of tasks and roles expected of its workforce. Some employment services split the various tasks into specialist roles carried out by different staff, each with their own job description². Based on many professionals, job coaches for people with disabilities need to have a specific profile, meaning a background (bachelor or a master degree or specialty) on special education, social work, psychology, occupational therapy. For others, a degree in social sciences in general, counseling, HR management or pedagogy is also suitable.

Based on EUSE, the role of the 'job coach' is complex and requires a lot of skills:

¹ European Union of Supported Employment. *Information Booklet and Quality Standards*, EUSE2005, p.13

² European Union of Supported Employment. *Toolkit for Diversity*, EUSE2014, p.121

But the first and foremost prerequisite for a job coach is to have enthusiasm, creativity, broad-mindedness, humour and passion. He/she should have those personality traits that will enable him/her to work with people of diverse national, cultural, sexual and religious backgrounds. He/she should see ability and potential in people and not just disability. He/she should believe in what he/she is doing and thus make everyone else around him/her believe as well.

Of course, the field of employment is changing (especially with the increase of new technologies and the covid19 changes), so the job coach needs to be constantly trained and be updated. Some specific techniques required for the better collaboration between the job coach and the potential employee are :

Active listening

- verbal active listening techniques (i.e. open questions, paraphrasing, summarization, emotional reflection, positive reinforcement expressions, etc.)
- Non verbal active listening techniques (i.e. eye contact, body position, facial expressions such as a smile, rhythm of speech, tone of voice, use of silence, etc.)

Empathy

- Empathy is a person's ability to understand another person's behavior, motivations, and emotional state. it is about trying to understand the other person's experience. we often use phrases like wearing someone else's shoes.

Focusing

- Focus is the job coach's ability to distinguish and emphasize those parts of the conversation that are important to the person. The job coach selects the important ones in the discussion and focuses on them. We can distinguish six kinds of focus.

Self-disclosure

- Self-disclosure refers to the job coach's initiative to share a personal experience that has elements in common with what the beneficiary person narrates. The person feels that there is mutual trust and feels more confident and secure.

In order for Supported Employment to be effective, it is essential that Supported Employment service providers work with both job seekers (clients) and employers. Service providers focus on identifying the skills and abilities of job seekers, and matching these capabilities with the needs of employers. (EUSE). From its origins, Supported Employment has focused mainly on the support needs of the job seekers, however more recently it has been recognised that an awareness of the support needs of employers is essential for securing employment outcomes (EUSE).

In Greece, there is typical and non-typical training.

There are two universities providing training in bachelor and master programs in «Counseling, Career Guidance and Lifelong Learning» in Greece. Additionally, there are specific e-learning programs that combine the theoretical and practical knowledge. These are official trainings leading to the certification of the career guidance counselor from the National Organisation for the Certification of Qualifications & Vocational Guidance (EOPPEP). But, in Greece the lack of an institutional framework regarding the recognition of the profession of career guidance counselor has the result that counseling is often practiced by people who do not have sufficient qualifications to provide quality services to citizens.

Regarding the non-typical training, there are NGOs and other e-learning training courses providing counseling and career guidance.

Regarding specific trainings on job-coaches for people with disabilities, even the above-mentioned courses do not provide specific training on the disability sector. There is only one course “Counseling and vocational education of socially vulnerable groups” and is taught only 3 hours in total. Only the Hellenic Union of Supported Employment has managed to provide some types of training towards professionals that want to support people with disabilities in the Open Labor Market. The majority of the professionals that work with people with disabilities (taking in mind that there is no legislation for supported employment in Greece) consult the toolkit created by EUSE and its methodologies.

Lene Thorstensen, Fonix (Norway)

Job coaches may have different educational backgrounds. In Norway, relevant higher education in health and social studies, social work, pedagogy, social studies, or the like is often required. Experience from working with people who have serious mental disorders, experience in providing work-oriented services and knowledge of working life will be an advantage. In addition to higher education, you can take digital courses on the website "AiLæring", which is a platform with various courses relevant to the job coach.

Methods and working methods in work inclusion

The programme has been developed by professionals at the Department of Social Sciences and Supervision at Inland Norway University of Applied Sciences in collaboration with the trade association Work & Inclusion. A key objective of the programme is that it will contribute to development, learning, increased awareness, and new knowledge, both for the individual supervisor and for the companies/businesses in which the supervisors work. The programme aims to strengthen and professionalise guidance offered in employment and inclusion companies.

Course content

- The programme focuses on key methods and working methods, including Supported Employment (SE), Individual Placement and Support (IPS) and Rings in the Water.
- Throughout the programme, students are challenged to critically assess, develop, plan, implement and evaluate their own practice in light of relevant theoretical and methodological perspectives.
- The programme aims to expand the supervisors' repertoire of actions and flexibility in their encounters with jobseekers within the framework provided for various measures.

Studies in career guidance and counselling

The education gives you the skills to guide young people and adults, so that more people become more aware of their own wishes and choices when it comes to education and professions.

Career counsellors may have different educational backgrounds. Several university colleges offer education in counselling and supervision and have everything from one-year programmes to master's degrees. With the help of various aids, you as a career counsellor will be able to help students to choose their education and profession based on their interests and self-knowledge.

Mauro Buzzi, Fedman (Italy)

As an introduction, please note that, as previously explained during our meetings, in Italy we do not have a professional figure recognised as Job Coach and the equivalent of such professional figure would be the so/called "Disability Manager".

The Disability Manager has been introduced in Italy only in recent times as a human resource manager specialised in managing employees with disabilities at workplace. It is currently mandatory for all public administrations having more than 200 employees (as per Italian Legislative Decree no. 75/2017), although recent reforms in the disability legislative landscape are providing for such figure to be mandatory for all public administrations, regardless of the number of employees

The definition of competences, skills and abilities of the Italian Disability Manager are currently transferred to Regional legislation, that insofar have been enacted in few cases (namely: Lombardia, Lazio and -partially - Piemonte).

The nation laws that introduced the Disability Manager in Italy has not provided clear details on its professional profile or the competences and skills required, as these aspects have been mainly reserved to Regional laws and regulations to be enacted.

Therefore, nowadays, the profile and skills demanded for Italian Disability Managers mainly vary from one Region to another in those Regions that effectively enacted laws or regulations on this figure -namely, Lombardia and Lazio -, and completely lack in all the others Regions.

The above stated, the profiles and skills of the Italian DM encompass at least the followings:

As per the profile:

- ✓ Should be a manager or someone in a senior position
- ✓ Should prepare an annual report on the activities carried out where main problems and criticalities should be highlighted;

As per the competences:

- ✓ Managing recruiting of PWDs according to the job profile;
- ✓ Project and managing all aspect of inclusion of the PWDs within the workplace environment; and
- ✓ Managing the relationship with employment centers and territorial services.

As per the skills:

Technical skills:

- ✓ reasonable accommodations and technological solutions to be implemented at workplace to favour inclusion of PWDs;
- ✓ applicable laws and regulations (eg: Labour law, Non discrimination, etc);
- ✓ Project management skills; and
- ✓ Human Resources skills.

Soft skills:

- ✓ problem solving,
- ✓ negotiations,
- ✓ conflict resolutions.

Specific trainings exist, although they are not mandatory. In facts, current legislation on the disability manager has transferred to Italian Regions the power to enact laws and regulations detailing the professional profile of the disability manager, including skills and abilities demanded. This notwithstanding, no detail has been given on the exact trainings that should be attended by those wanting to become a disability manager.

What therefore happens in those Regions that have so far enacted a regional law or regulation introducing the professional figure of the disability manager is that specific trainings organised on the issue can be tied to such profile and therefore grant all participants attending more than a given number of hours an official certification granted by the Region and attesting the matching of the training to the Regional profile.

Trainings on disability management currently available in Italy have different lengths and content. Our Federation is undertaking a specific investigation and assessment on all trainings available according to different criteria (type of institution involved, costs, subject matters, duration, etc). In addition, specific trainings are also available addressing more detailed issues and subject matters (eg: management of specific types of disabilities, issues concerning rights of persons with disabilities, how disability can be managed at school or in hospitals, etc).

II/ The impact of Covid-19 and new working methods

Dimitris Tournidas, Margarita Vocational Training Centre (Greece)

The last 20 years, all employees with disabilities together with the Head of the Supported Employment Department of MARGARITA gather together in an unofficial café (every last Saturday of each month) in order to discuss on issues related with their employment. Due to Covid-19 we had to postpone our face-to-face meetings and we decided to meet each other virtually through Skype Calls. For some, it was difficult but a necessary step for the continuation of this “gathering café”.

Additionally, we continued to support employees with disabilities and employers through Video calls, Skype calls, Telephone calls and e-mails.

Employees with disabilities became more independent and confident in using the new ways of communication.

What we managed to succeed during the pandemic, was the creation of the first e-platform in Greece that aims to match people with intellectual disabilities with the open labor market (www.ergasiamou.gr). Since January, we have received more than 44 requests nation-wide and more than 15 requests from employers in the open labor market. The platform was co-created with people with intellectual disabilities who were involved in all stages of the development.

Haydée Longo, Fedman (Italy)

During the pandemic of course video calls were quite the only kind of intervention that could be used. This was mainly due to the fact that persons with disabilities and all those people considered as being “fragile” had the right to stay home and work remotely (thanks to specific amendments introduced at national level to the Italian legislation providing for smart working).

Nowadays, such right does not exist any more as the pandemic has stopped to be considered as a status of urgency in Italy and therefore physical presence at workplace has been reintroduced, of course save for specific exceptions connected to fragilities and vulnerabilities. Many companies are nonetheless providing for some days to be spent at home with smart working and therefore modalities of interventions are becoming more and more hybrid.

In all cases, any consideration regarding the modes of intervention to be used should certainly consider the personal situation of the individual, its preferences and all reasonable accommodations that could be implemented in order to ensure equal opportunities to persons with disabilities.

Smart working has certainly gone through a process of expansion that would not have been possible to imagine before, also considering traditional conservative views that Italian managers, entrepreneurs and employers tend to have. It is radically changing the way companies and employees work, and in some cases it has also expanded possibilities for certain persons with disabilities to find a job (this is typically the case for severe disabilities that deeply hampered the possibility for the person to move from home). We think it will become always more important and will certainly need to be defined better in future. It will be important to have specific provisions of law providing the right for PWDs to use SW as a priority, basically as it has been provided during the pandemic.

At the same time, also thanks to extensive use of the smart working during the Pandemic, the concept of reasonable accommodation is gaining always more importance and has started to gain relevance also in Courts with specific case-law being enacted on this issue. In this respect, we think companies should be able to avail themselves of specific benefits and trainings on this subject, in order to gain a favourable knowledge and move forward towards a more concrete inclusion.

Attention to digital accessibility is also growing, also thanks to new legislations coming into force in Italy from specific EU directives (eg: European Accessibility Act). Also in this respect, we believe companies should be able to gain some kind of benefit and specific trainings on this subject matter.

Stéphanie Brenet, LADAPT (France)

During the period of lockdown, difficulties in accompanying the most fragile people appeared. It was essential to maintain a close link and to preserve the alliance and trust established between the job coach and the participant: as far as possible, physical meetings were maintained (exemption from travel for the individuals and the job coach), the job coach also had the possibility of moving closer to the person's place of living and meeting him or her in a place close to their home.

Within the LADAPT Rhône supported employment platform, online collaborative tools were developed: resource platform for the use of beneficiaries with online documents, etc.

Telephone interviews and Visio have been favoured with the people supported but also with the companies

Video has become an essential tool for working with companies. It allows for more regular contact, and companies feel that they spend less time on it and are more available for this type of interview. Visio has become a new support tool.

Companies have had to develop teleworking within their departments. The reticence (pre-Covid) that some managers might have had about the quality of telework has been overcome:

this has benefited people with disabilities for whom telework might have been recommended by occupational medicine.

This access to telework due to COVID has had a beneficial effect and has helped some people with disabilities to be recruited. Examples include: a person with autism fully teleworking as a web designer/graphic artist, another person with a motor disability employed as a teleconsultant for a public service provider who was allowed to work from home, and a person with a mental disability working in contact with the public who was able to benefit from a day's teleworking and a quieter environment.

Recruitment methods were developed: many virtual online recruitment fairs were created. During the pandemic, the flexibility of supported employment support increased, new tools were used.

However, most of the support is provided during physical interviews. The presence in companies is also very important.

Lene Thorstensen, Fonix (Norway)

The job coaches have communicated with their participants via various digital communication channels, including video calls (Teams, Skype, Zoom, FaceTime, WhatsApp), e-mail, Messenger, Facebook, and telephone (SMS and call).

Some have also had physical meetings with some participants after they have been granted dispensation from NAV (The Norwegian Labour and Welfare Administration). For example, a company has reduced its physical presence from 100 to 50 percent rather than shutting down completely for a select few participants. It was assumed that these participants would benefit particularly greatly from meeting physically, because they struggle to keep a normal circadian rhythm or have a history that indicates that they have a particular need for close follow-up (e.g., substance abuse and serving prison sentences).

The prerequisite has then been that the participants can travel to the premises outside rush hour, and that the usual infection control rules with good distance and hygiene are observed. Some also say that they have met participants outside the premises and, for example, gone for a walk in the park. But generally, the participants were followed up digitally. They have also used various digital tools for follow-up of participants.

In particular, "AiLæring" and InFlow24 have been widely used. There has been a major change in this area. It's not that the use of digital tools represents something completely new.

Most of the tools were available in the past. What is new is that the digital tools have been used to a much greater extent, and that they are used in a different way.

III/ The opportunities, perspectives and limits of the Job Coach

Stéphanie Brenet, LADAPT (France)

In France, methods such as those developed by IPS (Individual Placement and Support) are applied in the field of work integration, for example "employment first" for people involved in economic integration.

The IOD (insertion through offer and demand) method is based on common principles with those of supported employment and is developed by local authorities and employment actors who support people in integration (RSA, first-time arrivals, single parents, long-term unemployed, etc.)

The job coach is the guarantor of the intervention framework: he/she must be able to accompany the person and advise him/her on the professional and medico-social fields. However, he/she must not replace the actors and partners of common rights.

Support is individualised and personalised, and must be constantly readjusted to the needs of the person and to changes in their situation...

The job coach must be able to demonstrate a capacity for investigation, great versatility, "resourcefulness" and creativity depending on the support provided. Nothing can be done without the support of the person being supported and their investment in the co-constructed processes. An alliance between the job coach and the person is essential.

The job coach must ensure that he/she takes a step back from his/her situations (analysis of practice, sharing of accompaniments in a team, co-accompaniment, etc.) and ensure that he/she is not isolated in his/her accompaniments.

Accompaniment is intensive and this degree of intensiveness can be variable and difficult to predict: the job coach may encounter difficulties in managing his or her organisation, priorities, etc.

The job coach must ensure that he/she maintains a close link with the company and the work teams, even if the work assignment is going well, in order to anticipate and prevent difficulties.

There seem to be schemes using this type of method and with a posture close to empowerment in France: let's mention the PEVA (Pedagogy of independent living), which proposes an innovative approach centred on the individual with the objective of training people with a severe disability to achieve an "autonomous and independent" life. This goal is achieved by moving "home" into an ordinary home adapted to the functional abilities of the individual...

As part of the overall support of the person, in connection with the professional steps and depending on the wishes of the person being supported, the job coach may be led to discuss with the family or the spouse or any close carers.

They may work in partnership with psychologists, social services, educators (SAVS, etc.), the legal representative if the person is under guardianship or trusteeship, and the child-related services of local authorities, etc.

The steps taken must have as a guiding principle the employment of the person and the possibility for them to experience work.

Lene Thorstensen, Fonix (Norway)

All our programmes are controlled by national tenders and we have special programmes for prisoners. They haven't finished their sentence yet and in the last year of their incarceration we start to help them. We start to help them to look for a job and take the first steps towards potential employers.

They are allowed to go out for vocational training, even while they are still in prison. They go out during the day and come back in the evening. What is interesting is that this programme works on the idea of IPS and support, we can help the participants even if it's been five years, ten years since they left prison, they can receive help from the programme, it's permanent.

Last year, 98% of the ex-prisoners we helped found a job. Three years later, 70% are still employed. This is a high success rate, thanks to this individual IPS placement, which is a relatively new method. Originally for people with mental health problems, it can be used for many other groups: immigrants, people with disabilities.

Haydee Longo, Fedman (Italy)

In Italy, the Disability Manager is a figure provided for the benefit of persons with disabilities only. Its use is currently provided by law only in the realm of Human Resources, while nothing is provided for other areas or kind of use (eg: schools, hospitals, cities, etc). Its use is not extended to other groups, but could certainly be favourable in general.

Current limits of the Italian Disability Manager can be summarised as follows:

- ✓ The DM is currently mandatory only for public administrations, and nothing is provided for the private sector; in our view, incoming laws should provide for its application also in the private sector, in the form either of a specific obligation to use a Dm or as a benefit that private companies can gain in case of use / appointment of a DM (the last being preferable in our opinion);
- ✓ The DM is currently provided only in the realm of Human Resources, while its appointment and provision should be extended also to other areas: schools, hospitals, transport and travels, art and museums, tourism, etc. – in order to have disability managed in a correct way also in these areas;

- ✓ Skills, competences and abilities of the DM should be provided at national level in a clear way, without leaving this to Regionals laws and regulations;
- ✓ Specific financial measures and benefits should be provided for companies and entities as incentives and sustain;
- ✓ Specific details should be given on trainings involving disability management.

We think that the use of coaching instruments and methods in managing disability at workplace would be a favourable solution of which employees with disabilities could benefit – and in fact, many HR managers in Italy are training themselves to achieve coaching certifications in order to gain better skills in managing people at workplace.

More in general, if we think at the skills and abilities required in managing disability at workplace, we believe the activities of the Disability Manager should encompass all areas of life of employees with disabilities, of course in full respect and compliance with intimacy and privacy of the individuals. This because we believe a strict application of the ICF (International Classification of Functioning established by World Health Organisation and implemented in the ONU Convention on the rights of persons with disabilities). In this respect, the line between a “life” Disability Manager and a “job” Disability Manager should not exists in fact, or should be identified more properly in what the individual wants to share with ourselves and what he or she does not want to (and of course always in full compliance with what provided by laws and regulations).

Dimitris Tourlidis, Margarita Vocational Training Centre (Greece)

As we mentioned above, based on EUSE the meaning of Supported employment is “Providing support to people with disabilities or other disadvantaged groups to secure and maintain paid employment in the open labour market”³.

Methods like (a) providing accessible information in an appropriate manner and (b) assisting the individual to use this information and ultimately make an informed decision are to be used not only to people with disabilities, but to any other group, disadvantaged or not.

Additionally, methods like (c) the development of the vocational profile, (d) the finding of employment, (e) the engagement of the employer and finally the continuous support inside and outside of the working place are to be used to all groups, irrespectively of their disabilities. The involvement of groups of users is of paramount importance. They are encouraged to participate in the planning and decision making at all levels of the organisation. Of course, there are adjustments needs when talking for different disadvantaged groups. Some of them are the special needs of each group, the existed legislation, and the ways to approach individuals.

There is concern that the constant presence of a job coach in the workplace may limit the individual's opportunities for independence⁴.

³ *European Union of Supported Employment. Information Booklet and Quality Standards*, EUSE2005, p.13

⁴ Fadyl & McPherson, 2009

Empathy needs caution so that the job coach does not fully relate to the beneficiary. Studies have shown that professional services are not consistently delivered due to geographical and funding issues resulting in residents who are typically located in remote or neglected areas not benefiting from all program services⁵.

The Greek reality for a job coach is really difficult since there is no legal framework to support them and fund their activities.

In Greece, the Ministry of Labour and Social Affairs has established and is implementing the Pilot Programme "Personal Assistant for Persons with Disabilities". The Programme is part of a broader framework of a system of social support for persons with disabilities, aiming to improve the quality of life of these persons and their families, through the achievement of independent living and equal participation in all aspects of social, economic, political and cultural life. The 'Personal Assistant' was introduced by Law 4837/2021.

2,000 people will participate in it. Initially, 1,000 persons from Attica will be selected and will receive the service of Personal Assistant for two years. In January 2023, an additional 1,000 persons from other regions of the country will be added in January 2023. In 2024 the service will be extended nationwide. Those interested will be assessed by special multidisciplinary committees consisting of a social worker, occupational therapist and psychologist. The assessment will be individualised and will take into account the social characteristics of the candidate, the structure of his/her daily life, his/her disability and his/her functioning. It will take place in his/her home, at a day and time of his/her choice (among the available appointments). The Pilot Programme is funded with €41 million from the Recovery and Resilience Fund. The nationwide implementation will be funded through NSRF with 320 million euro.

⁵ Ridley & Hunter, 2006

IV/ Questions and Answers

What is the best way to become a Job Coach in France?

Answer by Stéphanie Brenet (LADAPT, France): In France, a professional title is being validated. To talk about my own experience, I have more than ten years as a socio-professional integration counsellor, in rather classic schemes, a work adaptation counsellor and I wanted to be closer to the company and to encourage empowerment. And the idea of supported employment was innovative. I have a master's degree in project management and after that, these years of experience. Among my colleagues, there are people who have a master's degree in disability management, which is taught at the university. There are people who have a degree in psychology. There is also the vocational integration counsellor diploma, and many counsellors have passed the vocational integration counselling course, which is a two-year degree. The profiles are quite versatile.

Is the AiLæring training website mentioned by Lene Thorstensen (Norway) accessible to all and translated?

The platform is free and, for the moment, mainly in Norwegian. But more and more courses are added in English, it is possible to subtitle all courses in all languages.

What is the European Union of Supported Employment?

The European Union of Supported Employment (EUSE) was established in 1993 to facilitate the development of Supported Employment throughout Europe.

The main activities of the European Union of Supported Employment include:

- ✓ Campaigning for the rights of people with significant disabilities to access vocational training and employment.
- ✓ Organising the biennial conference, training and workshops
- ✓ Researching and developing models of good practice, staff training, quality standards, self-advocacy, capacity building and legislation.
- ✓ Influencing European social and economic policy.
- ✓ Research and knowledge and best practices, information exchange
- ✓ Networking with European associations and working with worldwide organisations.
- ✓ Developing new national associations – assisting and supporting organisations to establish their own national associations.

For more information: <https://www.euse.org/>

What are the IPS and IOD methods?

The IPS (Individual Placement and Support) method aims to help people suffering from severe psychiatric disorders to find and keep a job in the mainstream. Created in the 1990s in the United States, it has proven its effectiveness throughout the world. The 9 IPS principles are

- Integration: A search for paid employment in a mainstream environment to facilitate integration.
- Individualisation: Support based on individual preferences for employment and follow-up.
- Zero exclusion: Eligibility based on motivation and open to all people willing to work.
- Empowerment: Shared decision making for rapid restoration of self-confidence.
- Co-ordination: Personalised support in close liaison with the medical and social teams.
- Information: Personalised assistance to inform on the issues and impact of a return to work.
- Efficiency: An immediate and efficient job search, without assessments or preparatory steps.
- Availability: Individualised and unlimited support over time, for as long as deemed necessary by the person being supported.
- Network: The development of a network of employers, based on the interests of the person.

The offer and demand method (IOD) focuses on direct access to mainstream employment for people with low qualifications.

For more information: <https://handicap-solutions.fr/cap-sur-la-methode-iod-comment-recruter-autrement/#:~:text=The%20purpose%20of%20this%20m%C3%A9thod,modulation%20of%20modes%20of%20recruitment.&text=The%20m%C3%A9thod%20has%20several%20proposals%20to%20am%C3%A9liorer%20the%20modes%20of%20recruitment.>

About LADAPT

About LADAPT :

LADAPT is an association supporting the social and professional integration of people with disabilities. With 112 establishments and services for support, training, integration, schooling or care, LADAPT supports more than 20,000 people in France every year.

Since 1997, it has been organising the Disability Employment Week, which has been increasingly successful each year, and in 2015 became the European Disability Employment Week (EDEW).

Thanks to its employees and volunteers, LADAPT offers a support to people with disabilities in their job search. Within the framework of the orientations of its associative project, LADAPT intends to propose innovative responses to the needs of people with disabilities to facilitate their social and professional integration at every stage of their lives. LADAPT remains faithful to its mission, which began more than 90 years ago: to support people with disabilities in their in their daily lives, so that we can "Live together, equal and different" (2016-2022 association project).

More information on:

www.ladapt.net
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