

Joint EPR-EASPD Webinar

EPR Report “Young People with Disabilities and Transitions from School or Training to Employment”

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“Reference document” as basis for updates

REPORT ON SELECTED TRANSITION SERVICES FOR YOUTH WITH DISABILITIES IN MEMBER ORGANISATIONS OF EPR

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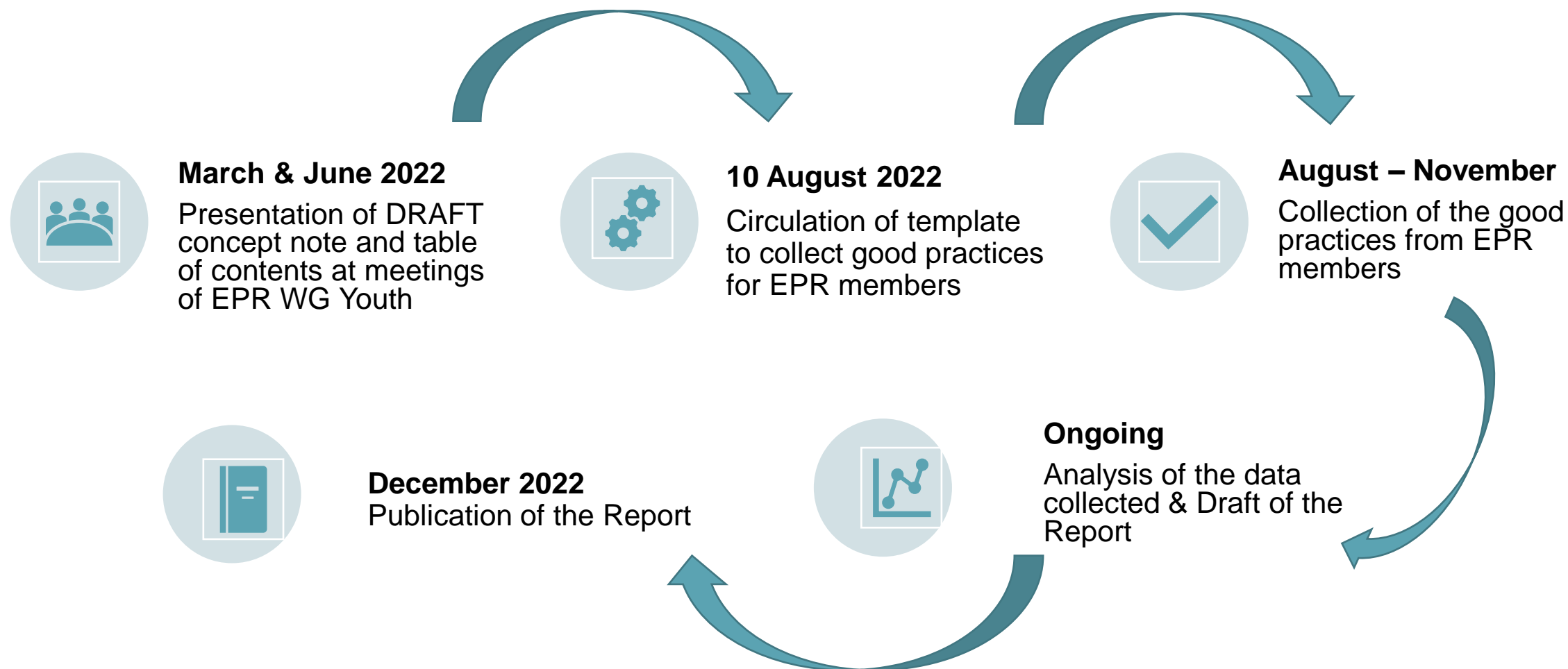
NOVEMBER 2014



2014 – EPR Study on services supporting young people with disabilities transitioning to adulthood, post-secondary education, employment and the community

https://www.epr.eu/wp-content/uploads/Report_on_transition_services.pdf

EPR Publication “Young People with Disabilities and Transitions from School/VET to Employment” 2022



Thematic focus

Programmes or services offering **pathways for young people with disabilities** (YPWD) to successfully transition from school or vocational education and training (VET) or inactivity to employment

Main objective

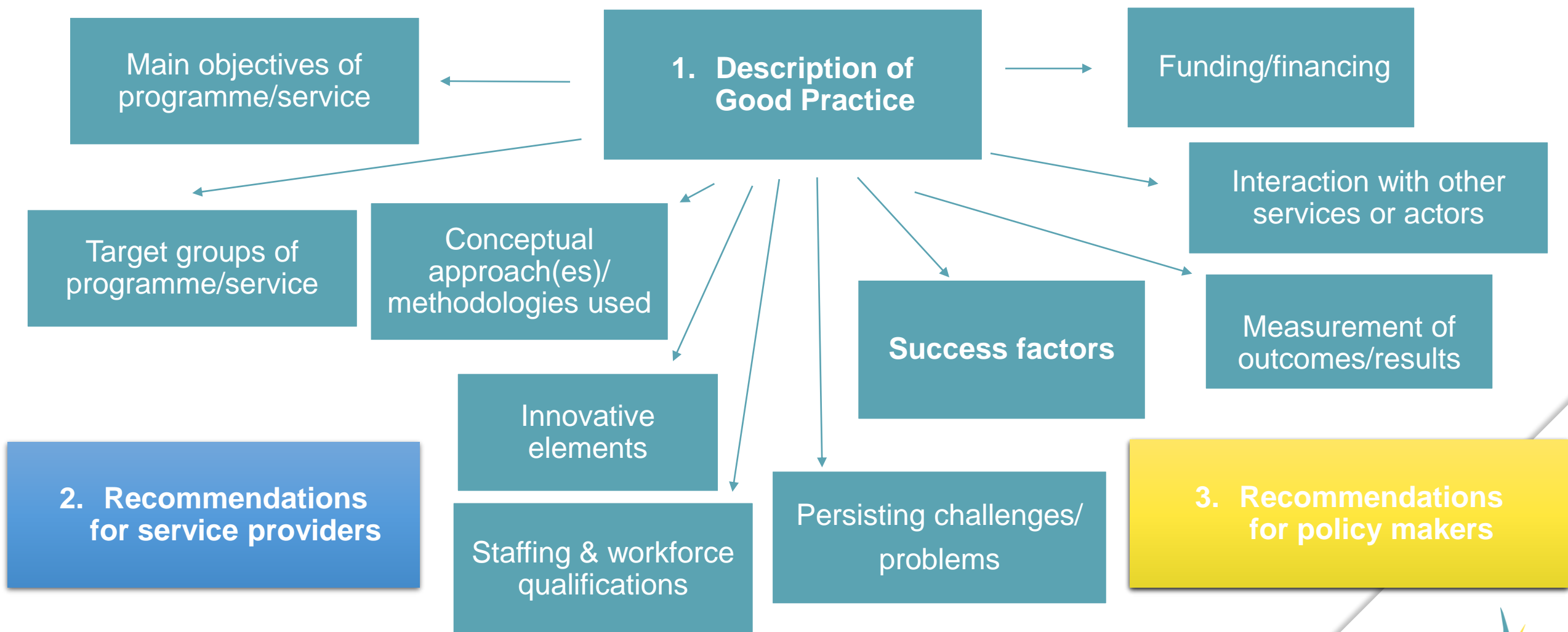
Support the mutual exchange & learning amongst EPR members to facilitate and inspire the design of future transition programmes and services

To elaborate recommendations for both service providers and policy makers

To collect good practices used in transition programme / service implemented by EPR members

To provide information on the objectives, methodologies, target groups, success factors, challenges

Template for good practice collection



Highlights from good practice collection

1) TARGET GROUPS

- Users with intellectual disabilities, mental health issues or socio-pedagogic support needs (A: up to 24 years) – *Austria & Germany*
- Users with special needs at working age – *Estonia*
- Young adults with intellectual disabilities and/or ASD – *Greece*
- YPWD 16-19 in final year at secondary school – *Northern Ireland*
- Young people with special needs (up to 29 years) – *Slovenia*
- Users with a mental illness and intellectual disabilities – *Spain*
- Employers/(Social) Enterprises – *Austria, Germany and Spain*

2) STAFF / WORKFORCE QUALIFICATIONS

- **Job coaches** having worked in the economic sectors in which the YPWD have started employment or are to be retained in a job – *Austria*
- **Job coaches** with social work background – *Estonia*
- **Interdisciplinary group:** social workers, educators, occupational therapists, psychologists and technicians – *Greece*
- **Transition officers** – *Northern Ireland*
- **Team approach** (5 members: social worker, psychologist, specialist medicine doctor for work, traffic and sports, occupational therapist and rehabilitation technologist) + potential employers and teachers – *Slovenia*
- **Job coaches & Job prospectors** – *Spain*

3) INNOVATIVE FEATURES

- Close **dialogue and interaction with employers** to raise awareness on people with special needs – *Estonia* – or to support the **identification of personal goals**, of a **competence profile**, the **work integration and retention in the job** – *Austria*
- Trainees finalising their training in a higher educational institution and in a programme in the HORECA Sector for the first time in GR receive a **certification** – *Greece*
- **Multidisciplinary nature** of the work: Work with families, Special Education Needs Coordinators Committee (SENCO) in the schools, local Education Authorities, Transition Officers (of CEDAR Foundation), Social worker etc. – *Northern Ireland*
- **Cooperation** with primary, secondary schools, faculties, potential employers, occupational, transport and sports medicine – *Slovenia*
- **Attainment of jobs in the open labour market**, through training and capacity building directly on the job prior to hiring, and not in protected / sheltered employment – *Spain*

4) SUCCESS FACTORS (I)

- **Integrated service offer**, from 1) identification of personal and professional goals and capacities to 2) social support to increase the employability of YPWD to 3) the coaching and training of YPWD (specific knowledge & job application training) to 4) support services for YPWD to enter and stay in employment to 5) support of YPWD at their workplace by job coaches to 6) information and advice and continuous support for employers – *Austria*
- **High success rate** for finding internships and jobs – **89% are active** in the mainstream labour market, study or found work in sheltered workshops – *Estonia*
- **Comprehensive service offer** to support YPWD (work-related; psycho-social) and employers, including job placements in social enterprises – *Germany*
- **New techniques and practical skills acquired**, social skills developed, confidence gained, life and work-related goals developed – *Greece*

4) SUCCESS FACTORS (II)

- **Person-/user-centered approach** starting from individual support needs of each YPWD and their **specific competence-/capacity-based profiles** taken by the staff / team – *Northern Ireland*
- **Quality of the team**, good reputation of service provider, **trusted services**, **collaboration** with relevant parties, **measurable achievement of positive outcomes**, raised awareness on the needs of YPWD – *Northern Ireland*
- **Results: Improved** school performance and **competences**, **developed social skills**, increased employment opportunities – *Slovenia*
- The **programme** “Employment without barriers” was **assessed** as **successful**, the funding authority has increased its budget and extended it for another year – *Spain*

RECOMMENDATIONS FOR SERVICE PROVIDERS (I)

- Roll out and sufficiently fund **integrated service offers** – *Austria*
- The **support for young people with special needs throughout the service** is key. A good experience on the open labour market encourages YPWD and gives them the feeling to be as important for society as others – *Estonia*
- Roll out **comprehensive service offer** to support YPWD (work-related; psycho-social) and to inform, encourage and accompany employers – *Germany*
- **Cooperation with external partners** works to the benefit of institutions, because it enriches the programmes with new educational approaches and keeps us up to date with the demands of the labour market – *Greece*
- **Holistic approach that promotes the positive health and well-being of the young people** taking into consideration not just their vocational journey, but their **social and emotional well-being** is vital – *Northern Ireland*

RECOMMENDATIONS FOR SERVICE PROVIDERS (II)

- Cooperation with other actors and **being creative with the tools** used turned out to be the most useful when working with YPWD – *Slovenia*
- **Link efforts among all service providers** to find an entry of YPWD to the ordinary market to realise real inclusion and an improvement in their quality of life. This initiative is not to abolish sheltered or special employment centers, but to reinforce the provision of more opportunities for YPWD – *Spain*
- To have a **good knowledge of the companies** of the area of interest. This also makes it very positive that when it comes to creating the team of labour prospectors, priority should be given to those from the territory of execution, in order to favor knowledge of the business market – *Spain*
- To provide **good training to the labour prospectors** or to **better define this figure** so that in the future there is a specific professional profile, which at least in Spain, is not defined and there is no specific qualification or degree to ensure the ability to perform this task – *Spain*

RECOMMENDATIONS FOR POLICY MAKERS (I)

- **Support the adequate regulatory frameworks and the design, organisation and sufficient funding of comprehensive and integrated service offers** linking social services, labour market inclusion services and employers – *Austria & Germany*
- Overcome a logic starting from a deficit / a diagnosed and certified disability, **shift to strengths-/capacity-/competence-based approaches** – *Germany*
- **Organisations should be strengthened and adequately funded for their activities to support the successful work inclusion of YPWD** – *Greece*
- Funding & policies need to encourage the “whole-person” approach rather than solely focus on vocational transition. A **joined-up approach linking education and health policies needs** to be present at the foundation of policy and any resulting interventions or funding – *Northern Ireland*

RECOMMENDATIONS FOR POLICY MAKERS (II)

- Call on all actors and decision makers in government and administration to **support the continuation and scaling up of the Youth Transition Project with adequate funding** and by establishing links to the health system and institutions to support YPWD and their families in important decisions as to their professional training and inclusion in employment – *Slovenia*
- **Compare and assess the results of programmes based on supported employment** with the results of “traditional labour insertion programmes financed by the relevant public authorities for many years in the past – *Spain*
- Thoroughly **review the law on hiring people with disabilities in ordinary companies**, and critically review a situation where the vast majority of employers prefer to pay high rates of fees to exempt them from the obligation to hire (Y)PWD, instead **enact legislation and financially invest in measures which support shift in practical terms and in the mindsets of employers to inclusive enterprises/organisations** – *Spain*