

Jump to Job! (J2J) Project

Promotional Material for First Pilot Phase

Jump to Job! (J2J) is an Erasmus + funded project. It is coordinated by the European Platform for Rehabilitation (EPR) in partnership with six other organisations. They include the four EPR members GTB (Belgium), Theotokos Foundation (Greece), URI (Slovenia) and Fundación INTRAS (Spain). The two partners to complete the partnership are University College Leuven–Limburg/UCLL (Belgium) and LYK-Z (Norway). J2J focuses on **training young people with disabilities (YPWD) as peer mentors and job coaches for YPWD**.

Main activities in the project include a needs analysis for peer mentors and job coaches, the delivery of two training courses and the elaboration of a Training Module for Peer Mentors and Job Coaches to on the one hand enhance the skills of those trained and on the other to arrive at better support arrangements and services for the labour market inclusion of YPWD. The two **key deliverables** of J2J are a collection of promising practices and a Curriculum for Peer Mentor and Job Coach for Young People with Disabilities.

You find more detailed information on the project on our dedicated [webpage](#) and in the [project poster](#).

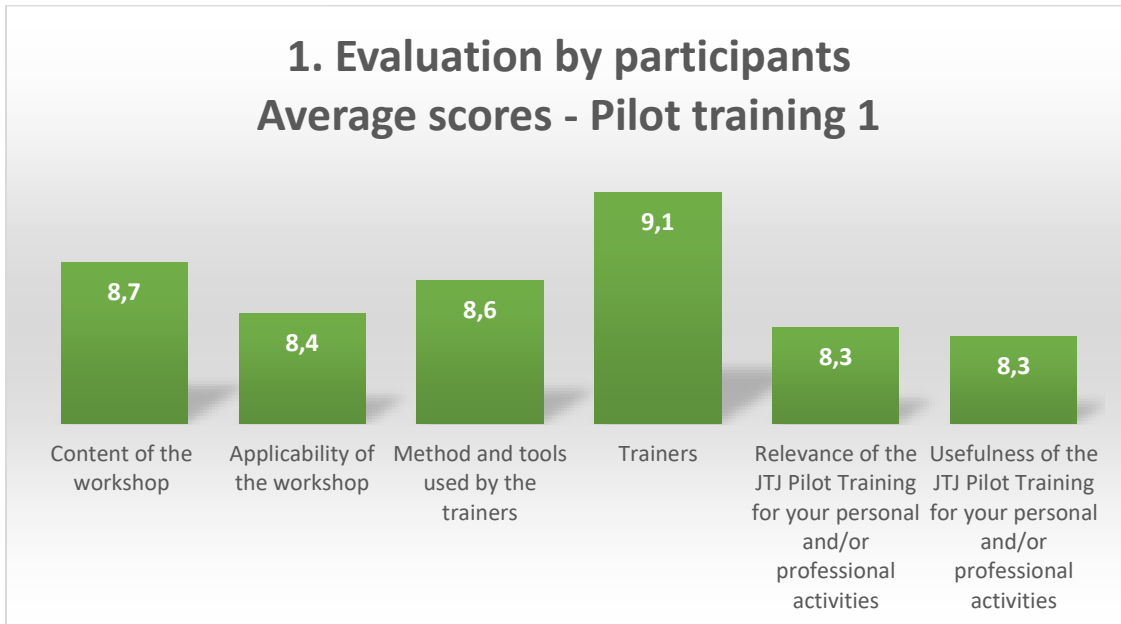
In January 2020 a **first training event** took place in Valladolid (Spain). It involved twenty YPWD and job coaches from four countries and focused on methods and approaches to support young people with disabilities in their labour market inclusion. The training programme was led by colleagues from [Lyk-z & døtre](#), covering the four topics “vision”, “identity”, “communication” and “impact” and applying the FROG methodology. This **approach and methodology** have been **applied in a first pilot phase in the four partner countries Belgium, Greece, Slovenia and Spain**. A **second training event** took place in October in Athens (Greece), to be followed by a second pilot phase.

The **infographics** below summaries the feedback from the YPWD and the job coaches/trainers and the first insights for the project partners from this first training pilots. We also underpin the data with real life witnesses from YPWD by reproducing **quotes of the peer mentors** (see below on top of p. 4).

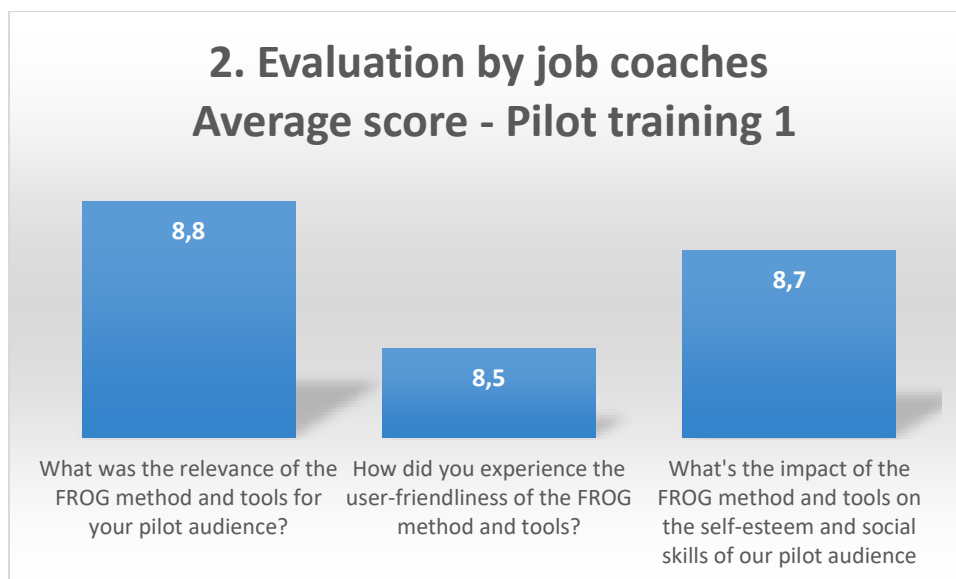
1) Results and insights from the evaluation of the first pilot training courses – Quotes from YPWD

The **overall evaluation of the first pilot training courses** is **very positive**, both for and from the participants, i.e. the YPWD and the peer mentors, and for and by the trainers, i.e. the job coaches.

- The four charts show the number of the replies received and the scores – more precisely the weighted average – given by the respondents.
- The graphs 1 and 2 show **high scores for all issues evaluated after the use of the FROG methodology and the organisation of the first pilots**. The high level of satisfaction is reflected by the fact that the six items assessed by the YPWD and the peer mentors (graph 1) and the three items evaluated by the job coaches (graph 2) are all in a range between 8.3 and 9.1 (out of 10).
- The graphs 3 and 4 illustrate a comparison of the situation before and after the first training as perceived by the participants. Graph 3 shows an **improvement for all 18 items/questions**. As shown in graph 4, the improvement on average was about 0.7 points, attaining in two cases a maximum of 1 point and a minimum of 0.5 points (in three cases).

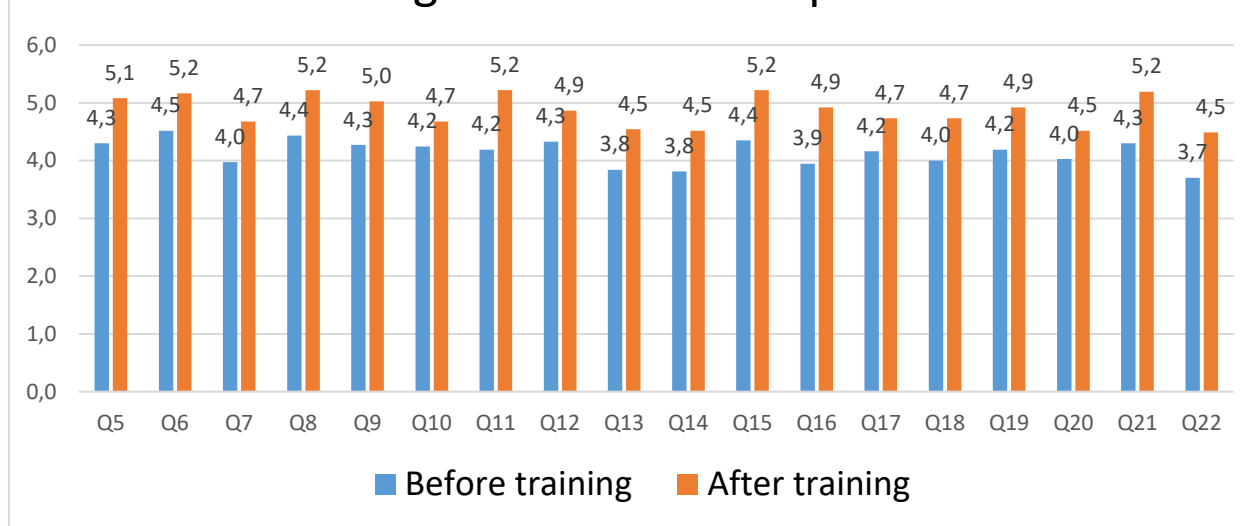


Graph 1: 38 participants answered to the questions giving a score on a scale between 1 (lowest) and 10 (highest). The lowest average score is 8.3 to 10, the highest 9.1 (out of 10).



Graph 2: 13 trainers answered to the questions giving a score on a scale between 1 (lowest) and 10 (highest). The lowest average score is 8.5 out of 10, the highest 8,8 out of ten, but all the three items fall into the range of 8.5 to 8,8 (out of 10).

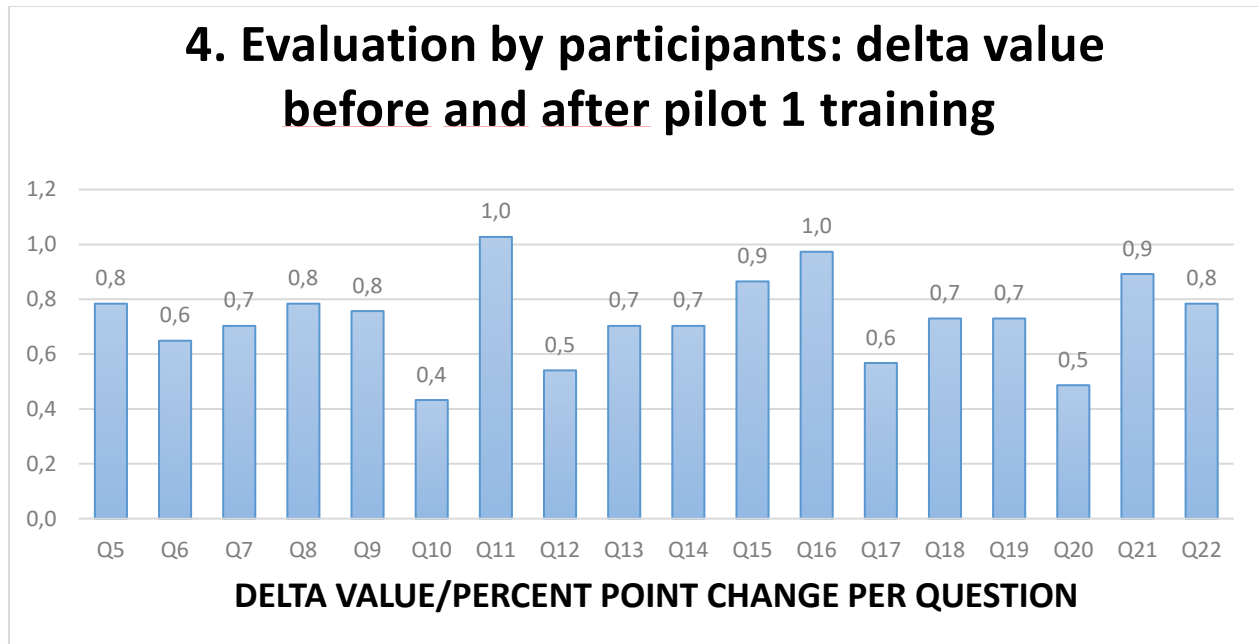
3. Evaluation by participants: before and after pilot training 1 Average score for each question



Graph 3: 37 participants answered to the following questions (Q5-Q22) giving a score between 1 (lowest) and 10 (highest):

5. My life has meaning
6. I experience mastery in certain skills or knowledge
7. I engage myself in the things around me
8. I experience to be present here and now
9. I have positive feelings
10. I have friends and a social network to which I belong
11. To what degree do you have expectations towards this programme?
12. To what extent are you happy with your life?
13. To what degree are you happy with your health?
14. To what extent are you happy with your situation in life?
15. To what extent do you have faith that your situation can change?
16. To what extent do you think you can create that change?
17. To what extent are you satisfied with the progress in your own life?
18. To what extent are you the person you wish to be?
19. To what extent do you feel useful in your surroundings?
20. To what extent do you feel that others understand you?
21. To what extent are your sure of your goals and future plans?
22. To what extent do you experience that you are getting things the way you want?

The lowest average score before the training is 3.7 out of ten, the highest one is 4.4 out of ten. The lowest average score after the training is 4.5 and the highest is 5.2 out of ten.



Graph 4: The delta value – expressed in percent point changes comparing the situation before and after the pilot training 1 – for each of the 18 questions to be answered to before and after the training is shown in the graph below. The impact of the pilot training 1 in the participant’s evaluation for all 18 questions is evident, given the improvement across the board.

We highlight some of the issues for which the YPWD getting the training and/or the peer mentors have indicated that they see a clear improvement following the training. Looking at graphs 3 and 4, this is the case for question 11 “To what degree do you have expectations towards the programme?” and question 16 “To what extent do you think you can create that/a change?”, but also in relation to question 15 “To what extent do you have faith that your situation can change?” and question 21 “To what extent are you sure or your goals and future plans?”. In other words, the expectations and the confidence of the YPWD have both gone up thanks to the good experiences from the first pilot training courses.

What did the participants say?

We have also put together below some quotes from the YPWD and the peer mentors¹ to underline the overall very positive assessment of the first pilot training courses, in particular when it comes to the FROG methodology© applied and the increased clarity and confidence they acquired due to the training.

¹ Quotes from participants from Belgium could not be gathered for the first pilot phase. They will be included in an promotional material for the second pilot phase.

Greece:

- I learnt how to feel more comfortable in group and express my thoughts in front of them. I also learnt how to help other people to open up and to help them in order to discover their feelings and dreams.
- I learned to never give up.
- I learnt new methods to make good use of my potential, to control effectively unpleasant situations as well as to help others discover their potential.
- All the trainers were very supportive and they made me feel comfortable from the beginning to the end of the training. They were passionate about the programme and they passed this feeling on to me.
- I will work hard so that my dreams will come true.

Slovenia:

- I learned that all of us has their own dreams, which are very reachable. I met great people.
- I learned the connection between our thoughts, emotions and behavior
- Good atmosphere, a lot of humour and great leaders/trainers.
- I won't be afraid of public speaking anymore.
- I will go home and start to make videos and uploading those. My dream is to be a successful youtuber.
- I know my dreams now.

Spain:

- I learnt to discover what I like, to trust myself, to learn more from others.
- I learnt how to be a better person for myself and also with other people.
- I gained a lot of motivation to push forward my dreams.
- The materials were very practical what I liked very much, and the methodology was very well developed, and very dynamic and interactive.
- My experience with the trainers was fantastic.
- An unforgettable experience.

2) Contextualisation of the project work and project outcomes (I): Collection of promising practices

The project and project deliverables are to be seen in the broader context of **policies, initiatives and regulation which all have the aim to help increase the level of employment for people with disabilities (PWD) or other disadvantages** and are also based on the understanding that the vast majority of them both want and are able to work. They i.a. cover a [collection of promising practices](#), i.e. measures, approaches and policies to support the inclusion of YPWD in the labour market.

- One promising practice is the "[Inclusive Job Design](#)". It's a well-tested and already successfully broadly applied employer-oriented method to create permanent jobs for PWD whose chances of competitive employment are limited. This approach implies the re-designing of work processes and the splitting of tasks, allowing highly qualified staff to be more available for the work for

which they are trained, with a focus both on the needs and demands of the employer and of the PWD.

- The compilation comprises handbooks and toolkits for “training the trainer”, e.g., mental health professionals, to help place mental health service users into employment, but also for employers, professionals and workers with disabilities or other disadvantages. These toolkits contain guidance on which activities and measures can be done in three inter-related areas, namely 1) prevention, 2) recovery and 3) return to work.
- The collection includes the [Supported Employment Toolkit](#). It mainly aims at enlarging the knowledge and skills of professionals responsible for the delivery of supported employment services. The toolkit is oriented towards service providers for the use in their staff development programmes.
- It also covers promising practice on 1) employment services for young people and adults with an Autism Spectrum Condition, 2) job mediators working with YPWD and other PWD on a personal action plan which sets out concrete work goals and embraces an empowering and solution-oriented approach and 3) interactive web tool with gamification that challenge young people to make concrete what they want to achieve (and what they dream about), what they already can and what they still need in order to do to achieve their goal in different areas of life such as work, education, relationships or leisure.
- The compilation also contains more information and a link to a [manual](#) to promote empowerment for social and labour market inclusion for YPWD.

3) Contextualisation of the project’s work and outcomes (II): Overarching EU-level and UN frameworks

These initiatives, measures and policies which all have the aim to help increase the level of employment for people with disabilities (PWD) or other disadvantages which are designed in the different countries and implemented locally have to be seen in the broader context of **overarching EU-level and UN frameworks**. They largely align and are supported by objectives and initiatives contained in the [European Pillar of Social Rights \(EPSR\) Action Plan](#) (4 March 2021) and the [European Disability Strategy 2021-2030](#) (3 March 2021) – which takes up the objectives of the [UN Convention on the Rights of Persons with Disabilities](#) (UN CRPD). They are more generally backed up by the UN Sustainable Development Goals (SDGs).

- For the J2J Project the two **main principles of the EPSR** are principles 17 “Inclusion of people with disabilities” and 4 “Active support to employment”. The principles 1 “Education, training and life-long learning”, 3 “Equal opportunities”, 10 “Healthy, safe and well-adapted work environment” and 12 “Social protection” are, however, also relevant.
- The **EPSR Action Plan** highlights that diversity in our society and economy is a strength and reiterates that discrimination including on grounds of disability prohibited. It encourages all relevant actors, governments, employers and social service providers to work towards overcoming the important barriers in education, training, employment, social protection, housing and health which PWD, including YPWD, still face. It also calls on those stakeholders to join all forces to reduce the disability employment gap. It has recently been added as an additional indicator in the overarching EU policy monitoring framework, the so-called European Semester.

- The [Strategy for the Rights of Persons with Disabilities 2021-2030 “Union of Equality”](#) covers the aspects “skills for PWD”, “labour market integration of/fostering access to quality and sustainable jobs for PWD”, “Equal access to education and labour-market oriented training” and “Inclusive education”. The European Commission (EC) plans to present in 2022 a “Package to improve labour market outcomes of persons with disabilities”. The EC ask the EU MS to 1) set targets for the participation of adults with disabilities in learning with a view to increasing their participation and ensure that national skills strategies cover the specific needs of persons with disabilities to help achieve the target and 2) adopt targeted measures and flexible training formats to ensure inclusive and accessible vocational education and training (VET) programmes for PWD. The European Disability Strategy calls on the EU Member States to set, by 2024, targets for also increasing the employment rate of persons with disabilities and for reducing employment rate gaps between persons with and without disabilities. It also contains the announcement that the EC will present, by 2024, a specific Framework for Social Services of Excellence for Persons with Disabilities. This instrument should help improving the service delivery for persons with disabilities and enhancing the attractiveness of jobs in this area, including through upskilling and reskilling of the qualified personnel employed by the social service providers. This initiative will build on the European Voluntary Quality Framework for Social Services (2010).
- Finally looking at the [UN Convention on the Rights of Persons with Disabilities](#) (UN CRPD), one can also state that in particular goals 4 “Quality education”, 8 “Decent work and economic growth” and 10 “Reduced inequalities” are important for the project-related work and outcomes in the context of the J2J Project.