

Jump to Job! (J2J) Project

Promotional Material for Second 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](#).

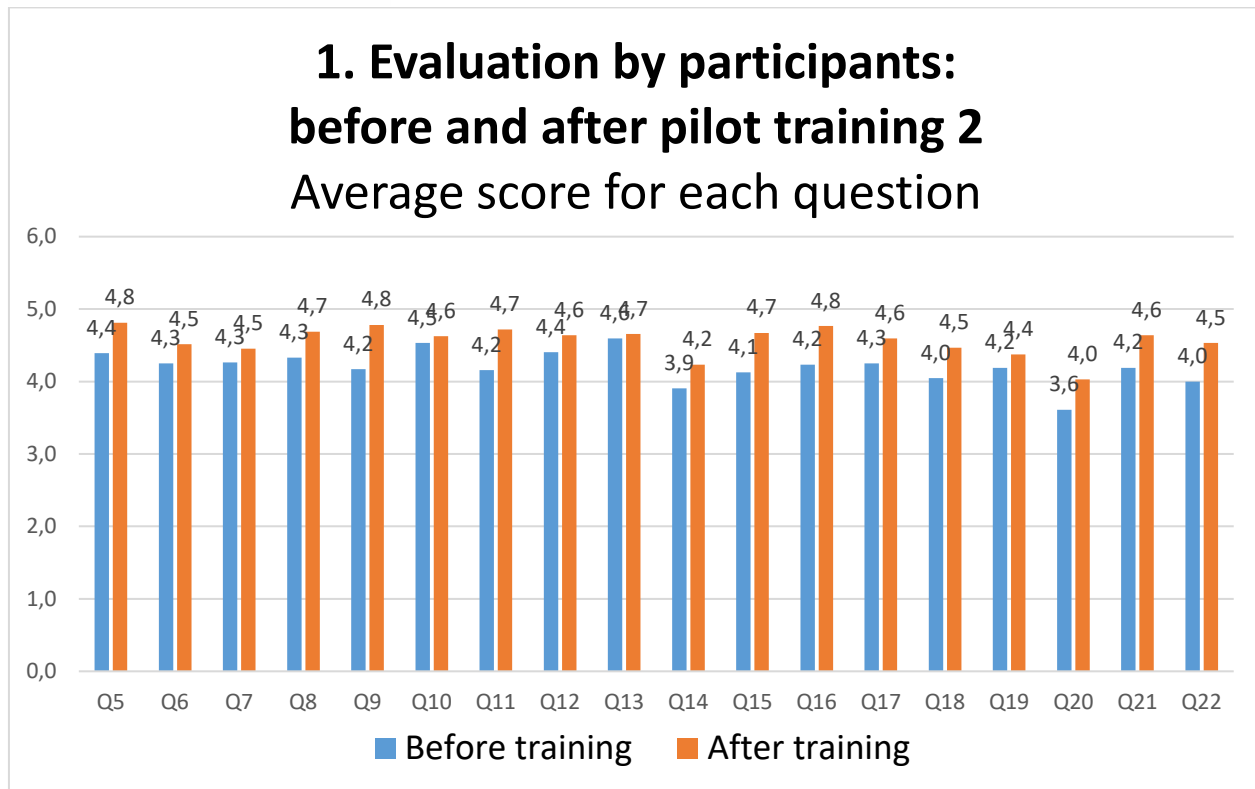
In January 2020 a **first training event** took place in Valladolid (Spain). It involved twenty YPWD and job coaches from four countries and focused on methods and approaches to support young people with disabilities in their labour market inclusion. The training programme was led by colleagues from [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). The second pilot phase was rolled out in the same countries from November 2021 to April 2022.

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 second pilot training courses – Quotes from YPWD

The **overall evaluation of the second pilot training courses** is positive, as for the first pilot training courses:

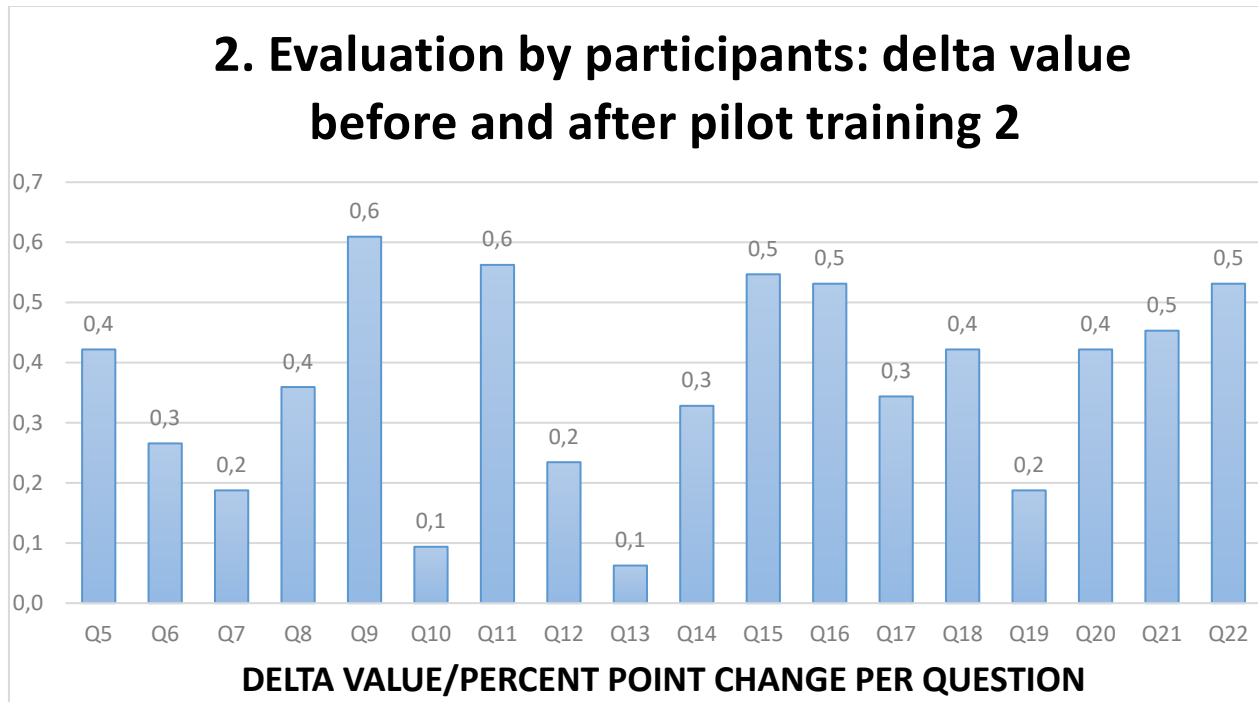
- The graphs 1 and 2 illustrate a comparison of the situation before and after the first training as perceived by the participants, i.e. the YPWD getting the J2J training and the peer mentors.
- Graph 1 shows an **improvement for all 18 items/questions**.
- As shown in graph 2, the improvement on average was about 0.4 points, attaining in two cases a maximum of 0.6 point and a minimum of 0.1 points (again in two cases).
- If we **compare these values with the results of the evaluation of the first pilot phase, both the absolute scores** for the 18 questions (listed below graph 1) **and the relative improvements** reported – as to satisfaction with the life, training, or employment, self-confidence or the respect and support felt by others, e.g., as perceived by the YPWD getting the J2J training and by the peer mentors – **are lower**. The project partners could not evaluate the exact reasons for this result, which, however, still is **very positive** and **shows that the methodology used has positive effects**.



Graph 1: 64 participants answered to the following questions (Q5-Q22) giving a score between 1 (lowest) and 10 (highest). Compared to the pilot training phase 1 only Q22 was slightly adapted:

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 you sure of your goals and future plans?
22. To what extent do you experience that you can realise your professional goals and plans?

The lowest average score before the training is 3.6 out of ten, the highest one is 4.6 out of ten. The lowest average score after the training is 4.0 and the highest is 4.8 out of ten.



Graph 2: 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 1 and 2, this is the case for question 9 “I have positive feelings” and, question 11 “To what degree do you have expectations towards the programme?”, but also in relation to question 15 “To what extent do you have faith that your situation can change?”, and question 16 “To what extent do you think you can create that/a change?”, question 21 “To what extent are you sure or your goals and future plans?” and question 22 “To what extent do you experience that you can realise your professional goals and plans?”. In other words, the **expectations and the confidence of the YPWD have both again gone up thanks to the good experiences from the second pilot training courses**. It is interesting that the relatively best improvements both for pilot training phase 1 and 2 are reported for the questions 11, 15, 16 and 21. It’s in particular encouraging that the two additional items getting high scores are related to **positive feelings** (question 9) and the **impression and experience that their professional goals and plans can now be better realised** – in both cases this is the **very objective of the J2J training programme, the J2J Curriculum for Peer Mentors and Job Coaches and the adapted FROG methodology© of LYK-Z**.

What did the participants, i.e., the YPWD and peer mentors, and the job coaches/trainers say?

a) Below we present **quotes from the YPWD and the peer mentors**, to underline the overall very positive assessment of the second pilot training courses, in particular when it comes to the FROG methodology© applied and to the increased clarity and confidence they felt they had acquired due to the training.

Q1: What did I learn?

- That I can give new ideas to my colleagues.
- That we help each other much better when we are in a team.
- I realised what my dreams are.
- I realised that I have the power.
- To fight for my rights.
- I learned how to identify my dreams and set goals to achieve them.
- To look inside and to find the power within yourself and in your values.
- That we only see qualities in others if we possess them ourselves.
- That it's okay not to feel okay.



WHAT DID I LEARN?

"...all of us have their own dreams, which are very reachable. I met great people."
(Slovenia)

"I overcome my fear of public performance"
(Slovenia)

"...to control effectively unpleasant situations as well as to help others discover their potential"
(Greece)

"how important it is to find the power of expression of my emotions and dreams"
(Greece)

"I have realised what my dreams are"
(Greece)

"To discover what I like, to trust myself, to learn more from others"
(Spain)

"I learned to be more positive"
(Spain)

Q2: How will I use what I learnt during the training?

- I can put my strengths on my cv.
- I'm going to share my dreams so that people can support me in achieving them.
- That I can make the change.
- Every time that I feel down and have a failure, I will remind myself that I am important and I will try again.
- I will make my dreams become a reality because I can make the change in my life.
- I will look forward but I will not forget where I come from.

HOW WILL I USE ALL LEARNINGS OF THIS TRAINING?



"Working with a lot of confidence" (Spain)

"I will sign up to school again and finish my study" (Slovenia)

"I gained a lot of motivation to push forward my dreams" (Spain)

"To my job and to my personal life" (Greece)

"Becoming more responsible for my future" (Slovenia)

"I will work hard so that my dreams will come true" (Greece)

"I like psychology a lot and I learned new things about our brain and mind" (Slovenia)



ERASMUS PLUS PROJECT - KEY ACTION 2
#JUMPTOJOB

Q3: What do I think about the teaching material used by the trainers?

- Very applicable to real and professional life.
- They are simple, understandable and implementable.
- Innovative, interactive, comprehensive, useful, practical.
- A unique and incomparable experience that can change your life.
- New and something else.
- Simple and playful but requiring a deeper look into oneself.

WHAT DO I THINK ABOUT THE METHODS USED?



"Very useful" (Spain)

"All the activities and tasks were very interesting, and they kept me focused all the time" (Greece)

"The materials were very practical.. methodology was very well developed, dynamic and interactive" (Spain)

"Methods were great, except I didn't like all the talking (I'm a shy person)" (Slovenia)

"Good theoretical background and could yield good results" (Slovenia)

"Very clear and very targeted" (Greece)

"The interactive method is the best way to train someone" (Greece)

"Very understandable materials and activities" (Slovenia)



ERASMUS PLUS PROJECT - KEY ACTION 2
#JUMPTOJOB

Q4: What was my experience with the trainers?

- I had an amazing experience; they were supportive and gave us knowledge that we can use.
- Incredible support in asking the right questions, so you can dig deeper inside yourself.
- Positive, cooperative approach, supporting, engaging actively, warm, actively listening, exploration.
- Wonderful trainers, with a lot of knowledge, wisdom, compassion and helpful.
- They helped me every time when I felt bad.
- It has been nice and fantastic.
- It has been a good and useful experience for my future.



b) We also share **feedback collected from the job coaches/trainers.**

Q1: How was the pilot training perceived by the participants?

- Belgium: When we started: Uncomfortable, confronting, new and unusual. For the whole training: All students were interested and I as a job coach felt I could add value to their story.
- Greece: The participants loved the experience and asked for repetition once a year. Everybody was on time and no one skipped a session.
- Slovenia: Verbal feedback from participants was positive in terms that they had to think about themselves outside the box. They said they are more motivated for new challenges and more focused towards their goals and dreams, including employment.
- Spain: Everyone participated actively since the beginning. They participants also respected the time frames.

Q2: What were the strong points and strong moments during the pilot training?

- Belgium: The strongest point of the training was the exercise "Inspiring leaders". It was striking that the students all named strengths in which they excelled already.

- Greece: The participants immediately felt as a team. Them realising their dreams – i.e., them working on the realisation of their dreams – was one of the strongest moments during the training in the second pilot phase.
- Slovenia: When participants shared something very personal about themselves, things they never had shared with anyone before. Or when participants with autism opened up, shared their thoughts or recognised their feelings.
- Spain: The best activity was the exercise "The pyramid" because interesting things came out for each participant. The dreams were linked to the area of work they are interested in and were very realistic.

Q3: Which of the exercises were more difficult to complete and why?

- Belgium: Finding the small nuances was the most difficult part for the trainers. Finding the qualities for the logical levels was very difficult, too. It takes a lot of practice and repetition as a trainer to find the right words and to support the participants to get started on the right track.
- Greece: The exercises with abstract meanings were more difficult, that's why trainers need to be well prepared to facilitate the group, the work and interaction there.
- Slovenia: During this second pilot phase, our youngsters needed more support and time to adapt to the group dynamics than in the first pilot phase because of their disabilities (autism, mental health issues). We had to adjust the training programme a little bit.
- Spain: It was difficult for the participants to find their own qualities. We needed to support them to bring out those qualities because they thought about actions (and activities) instead of strengths and qualities. The time frame foreseen for the dreams exercise was challenging for the trainers.

Q4: Which of the exercises were easier to use and why?

- Belgium: I think all the exercises were more or less equally easy or equally difficult to do. In a way, however, shorter exercises were easier to do.
- Greece: The interactive exercises were easier, may be because these exercises motivated each other more.
- Slovenia: The easier exercises were the ones represented through different senses, i.e. those using a video, a picture and a sound.
- Spain: The "Matryoshka" was a good exercise because all participants answered very well. They knew what to answer in this exercise.

Q5: What are your learnings during the second pilot phase, and what would you do differently as a trainer in a subsequent pilot training?

- Belgium: Things to be done differently: 1) I would set limits and clarify expectations related to the behaviour of the participants faster. 2) I would also do individual conversations in between certain exercises. 3) I would shorten the introductions at the start of the second pilot training phase.
- Greece: Two key learnings/take-aways: 1) Job coaches and peers need new tools to make their job more interactive and targeted. 2) A trainer always has to be very well prepared.

- Slovenia: Learnings: Trainers should have all necessary information about participants disability and functioning prior the training. – Things to be done differently: 1) Putting more effort into forming a group of participants. 2) Not include participants with a not treated personality disorder.
- Spain: Learnings: 1) When dedicating some exclusive time to your participants, you can find out many things about them that you would never know in a “regular” working/service environment. 2) The importance of being clear with the participants on the exercises and expectations and to give easy instructions. – Things to be done differently: To make modifications to the exercises and time frames according to the needs of the participants.

Q6: What learning tips and advice would you like to share with other J2J trainers?

- Belgium: You have to prepare yourself really well. You should be able to “breathe” the exercises. It is also important that you do the exercises in pairs, i.e., with two job coaches. Doing the exercises alone as a trainer is not possible.
- Greece: Keep your group motivated, keep them active, challenge their thinking.
- Slovenia: To be patient, open-minded, spontaneous, calm and come well prepared to the training event. To ask open questions to the participants during the exercises.
- Spain: We recommend to the job coaches/trainers to enjoy the experience and to learn about the participants as much as they can.

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. In September 2022, the EC issued the [Disability Employment Package](#)¹. 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.

¹ The package covers six main areas, with at least one concrete initiative planned for every thematic area: 1) strengthening the capacities of employment and integration services, 2) promoting hiring perspectives through affirmative action and combating stereotypes, 3) ensuring reasonable accommodation at work, 4) preventing disabilities associated with chronic diseases, 5) securing vocational rehabilitation schemes in case of sickness or accidents and 6) exploring quality jobs in sheltered employment and pathways to the open labour market. A first deliverable, the toolkit on how public employment services can improve the labour market for people with disabilities, more information [here](#).