JOBS 4ALL

YOUTH AND LIFELONG LEARNING FOUNDATION

Capacity Pack for Employers

Module 1:
Guidelines on How to Integrate the JOBS4ALL Programme

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JOBS 4ALL

YOUTH AND LIFELONG LEARNING FOUNDATION

Strengthening the Employability and Key Competences of Young People with Disabilities Through the Digital Transformation and Modernization of Youth Work

The JOBS4ALL Consortium

- The consortium consists of 7 organizations from 5 European countries, each one with its own experience and field of expertise.
- Their aim is to motivate people to become active citizens of their communities and to branch out into the wider context.

DEMOKRITOS NATIONAL CENTRE FOR SCIENTIFIC RESEARCH — Greece

Emphasys CENTRE — Cyprus

MetropolisNet European network of local development partnerships in metropolitan areas — Germany

APPDA Coimbra — Portugal

Zespół Szkół Specjalnych im. Janiny Porazińskiej w Ignacowie — Poland

2ο ΕΠΑΛ ΑΓΙΑΣ ΠΑΡΑΣΚΕΥΗΣ — Greece

LC YOUTH — Cyprus

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Guidelines on How to Integrate the JOBS4ALL Programme

01 Introduction

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01 Introduction

This is the first module of an Employers Capacity Pack designed to help the companies to be **inclusive.**

In this module you can have an overview of:

- This Capacity Pack for Employers as a part of the **JOBS4ALL Program**
- How this Capacity Pack, especially tailored for the Employers, will help your organization to **hire, train and support Young People with Disabilities (YPwDs),** namely in:
    - ✓ understanding disabilities
    - ✓ knowing the existing incentives to employ YPwDs
    - ✓ creating an Inclusive internal Policy and Culture
    - ✓ defining the profile of the YPwDs

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01 Introduction

- The JOBS4ALL Programme
- Capacity Pack for Employers
- Understanding Disabilities

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Guidelines on How to Integrate the JOBS4ALL Programme

02 The JOBS4ALL Programme

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02 The JOBS4ALL Programme

- Project Objectives
- Target Groups
- Results

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02 The JOBS4ALL Objectives

- Ensure social inclusion, access and participation in the labour market for **YPwDs** and upgrade **Youth work** by addressing the need for digital transformation.
- Improve the employability skills of **YPwDs** and upgrade **Youth work** through increasing quality and innovation.
- Improve skills and competences of **Youth Workers**/trainers/educators etc. working with **YPwDs** to foster them training methodologies in regards to training programmes
- Establish a **broader community** that fosters them with opportunities in the labour market to enhance equal access and participation, which will reflect the rise of personal growth confidence

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02 The JOBS4ALL Target Groups

- Young People with Disabilities (YPwDs) aged 15+
- Youth Workers (YW), Teachers, Educators, SEN Experts, Parents, Social Workers, Psychologists
- Employers, Enterprises, Training Centres, NGOs, Colleges, Centres for SEN, Policy-Makers, Ministries of Education, etc.

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02 The JOBS4ALL Objectives for the 3 Target Groups

YPwDs	Youth Workers/Educators	Organisations/Employers
- To foster labour access and participation through the improvement of their employability skills - To enhance their practical knowledge and know-how on working environments - To develop self-confidence in working - To improve their career-prospects and be motivated in work - To advance their digital skills	- To advance their professional profiles - To enrich their practices and be introduced with new tools such as Virtual Reality (VR) - To improve the courses offered for SEN population - To acquire new skills and competences e.g. employability, business, digital - To establish links with key stakeholders and expand their networks	- Expand the programmes offered - To eliminate disparities in the region in regards to labour participation of people with disabilities - Create networks for the benefit of fostering equal access in the labour market for YPwDs and increasing the opportunities offered

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02 How Does JOBS4ALL Propose to Achieve These Goals?

- By introducing **Virtual Reality (VR)** Simulations in Youth Work (YW) to enhance YPwDs employability skills, based on Gamification tools.
- By developing a Capacity Building Program on acquiring employability skills, for Youth Workers and Employers.
- By designing a Policy Advocacy Pack for the integration of people with disabilities.
- By setting up the JOBS4ALL Community Hubs.

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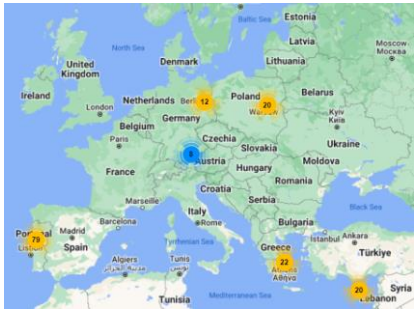
02 The JOBS4ALL Results

- ✓ An Employability Mapping Tool, for mapping the employment scene with 100 Good Practices
- ✓ Creation of Synergies with Youth Workers and Labour Market Actors
- ✓ National infographics and visual presentations of the employability scene for YPwDs
- ✓ Comparative Results
- ✓ Guidelines and Procedures for Setting Up the Employment Hubs



These results can be found at: https://jobs4all-project.eu/pr1/

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02 The JOBS4ALL Results

- ✓ Competence Framework – Syllabus with 3 Modules and 3 levels each
- ✓ Training Pack for Specific Jobs In 3 Different Sectors (Hotel Service Assistant, Catering Assistant and Warehouse Assistant)
- ✓ Open Badges for the Validation of the newly acquired competences for each job
- ✓ Dual Capacity Building Training Packs for Youth Workers and Employers

These results can be found at: https://jobs4all-project.eu/pr2/

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02 The JOBS4ALL Results

- ✓ VR simulation Game based on the 3 job profiles
- ✓ Interactive e-Learning and e-Assessment platform https://jobs4all.iit.demokritos.gr/
- ✓ Employment Hubs and Advocacy for Social Inclusion – Policy Advocacy Pack to enable structured dialogue in the labour market

These results can be found at: https://jobs4all-project.eu/pr3/

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Guidelines on How to Integrate the JOBS4ALL Programme

03 Capacity Pack for Employers

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03 Capacity Pack for Employers

The Capacity Pack for Employers is part of the
DUAL CAPACITY BUILDING MATERIAL FOR YOUTH WORKERS AND EMPLOYERS

This material focuses on the development of a dual training to be provided to Youth Workers working with YPwDs and to representatives of the labour market.

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03 Capacity Pack for Employers

Why?

- To build a more inclusive and adaptive labour market.
- For organizations aiming to harness the full spectrum of talent available and committed to equal opportunities for all.
- Focus on the professional development and **placement of young individuals with disabilities**.

How?

- By assessing the unique needs and skills of YPwDs and aligning them with suitable job opportunities.

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03 Capacity Pack for Employers

5 Modules

- **Module 1:** Guidelines on How to Integrate the Jobs4all Programme
- **Module 2:** Business Incentives to Employ (Young) People with Disabilities
- **Module 3:** How to Make your Internal Policy Inclusive
- **Module 4:** How to Create an Inclusive Employee Culture
- **Module 5:** Jobs4all Profile Tool

Blended Training of 9 hrs.

All Modules can be found at: https://jobs4all.iit.demokritos.gr/

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03 How Can my Organization be Inclusive

Business Incentives to Employ (Young) People with Disabilities

- Legal
- Financial
- Social
- Further Forms of Support

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03 How Can my Organization be Inclusive

- With diversity and Inclusion Policies
- Meeting the criteria for inclusive internal policies - Good Practices
- Following steps to Develop Action Plans for an Inclusive Internal Policy

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Guidelines on How to Integrate the JOBS4ALL Programme

04 Understanding Disabilities

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04 Understanding Disabilities

- Definition
- Types of Disabilities
- Major Characteristics
- Cognitive Disabilities
- Recommendations

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04 Understanding Disabilities

Definition:

The UN Convention on the Rights of Persons with Disabilities defines persons with disabilities as
'those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others'.

(European Commission, 2024)

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Types of Disabilities:

- Physical
- Sensory
- Intellectual or Developmental
- Psychosocial or Mental Health
- Neurological
- Cognitive
- Chronic or Health
- Multiple or Complex

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The *International Classification of Functioning, Disability and Health* (ICF) – understands functioning and disability as a **dynamic interaction between health conditions and contextual factors**, both personal and environmental.

Progress on improving social participation can be made by **addressing the barriers which hinder persons with disabilities** in their day to day lives.

World Report on Disability, 2011
(World Health Organization)

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04 Understanding Disabilities

Disability is the **umbrella term** for *impairments, activity limitations and participation restrictions*, referring to the negative aspects of the interaction between an individual (with a health condition) and that individual's contextual factors (environmental and personal factors).

Standard rules on the equalization of opportunities of persons with disabilities, 2003 (United Nations)

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04 Understanding Disabilities

- ✓ It is important to recognize that **each person is unique** and the experience of living with a disability can vary significantly.
- ✓ Disabilities can be visible or invisible, and many individuals with disabilities lead fulfilling lives and make significant contributions to their communities.
- ✓ **Respecting diversity and promoting inclusion** are essential aspects of building a fair and equitable society.

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04 Understanding Disabilities

Responses to disability have changed since the 1970s, prompted largely by the self-organization of people with disabilities, and by the growing tendency to see disability as a human rights issue.

Historically, people with disabilities have largely been provided for through solutions that segregate them, such as residential institutions and special schools.

Policy has now shifted towards **community and educational inclusion**, and medically focused solutions have given way to more interactive approaches recognizing that people are disabled **by environmental factors as well as by their bodies.**

World Report on Disability, 2011 (World Health Organization)

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04 Understanding Disabilities

Fact Check:

- ✓ Disability disproportionately affects vulnerable populations, notably women, older people and poor people.
- ✓ Low-income countries have a higher prevalence of disability than high-income countries.
- ✓ People with disabilities, particularly those in developing countries, experience poorer health than people without disabilities, higher rates of poverty, lower rates of educational participation and employment, increased dependency and restricted participation, and higher rates of violence and abuse than non-disabled people;

World Health Assembly, 66, 2013

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04 Understanding Disabilities

Characteristics

The characteristics of people with disabilities can vary significantly, as each person is unique.

However, some **general characteristics** may be associated with different types of disabilities.

It is crucial to remember that individuals with disabilities are complete people with a wide range of abilities, talents, and personalities.

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04 Understanding Disabilities

Here are some characteristics that may be observed:

Adaptation: Many people with disabilities *develop remarkable adaptation skills* to overcome obstacles and perform everyday tasks in unique ways.

Independence: Many value independence and seek ways to live as autonomously as possible.

Resilience: Facing significant challenges, many individuals with disabilities develop resilience and emotional strength.

Diversity: People with disabilities are diverse in terms of race, gender, age, sexual orientation, culture, religion, and other aspects. There is no "single experience" of having a disability.

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Specific Needs: Some individuals may have specific needs related to their disability, *such as technical support, assistance with daily tasks, or accommodations in the workplace or education*.

Positive Contributions: People with disabilities make positive contributions to their communities and societies through work, art, volunteering, and other forms.

Social Inclusion: Many value social inclusion and the opportunity to fully participate in society on equal terms with others.

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Rights:

People with disabilities have **fundamental rights** internationally recognized to ensure equal opportunities, non-discrimination, and full participation in society. Various documents and treaties establish these rights. Some of the key ones include:

- **Convention on the Rights of Persons with Disabilities (CRPD):**

https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-persons-disabilities

Adopted by the United Nations in 2006, the CRPD is the most comprehensive international treaty on the rights of people with disabilities. It addresses areas such as accessibility, inclusive education, employment, health, political participation, and equality before the law.

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- **Universal Declaration of Human Rights:**

https://www.un.org/en/about-us/universal-declaration-of-human-rights

Adopted by the United Nations General Assembly in 1948, the Declaration establishes fundamental principles of equality and non-discrimination that apply to all individuals, including those with disabilities.

- **Convention on the Rights of the Child:**

https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-child

While not specifically focused on people with disabilities, the Convention on the Child's Rights highlights the importance of ensuring the rights of children with disabilities, including their right to health, education, and participation.

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- **International Convention on the Elimination of All Forms of Racial Discrimination:**

https://www.ohchr.org/en/instruments-mechanisms/instruments/international-convention-elimination-all-forms-racial

This convention addresses racial discrimination, ensuring equal rights for all individuals, regardless of race, ethnic origin, or any other condition, including disability.

National and Regional Laws:

Many countries have specific laws addressing the rights of people with disabilities. These laws may cover issues such as accessibility, discrimination, employment, and social benefits.

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Cognitive Disabilities

Cognitive disabilities refer to conditions that affect the **mental and cognitive functions of the brain**.

These conditions can impact **thinking, memory, learning, reasoning, attention, and other cognitive abilities**.

Cognitive disabilities can vary significantly in terms of severity and impact on daily life.

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04 Understanding Disabilities

Some Cognitive Disabilities include:

Attention-Deficit/Hyperactivity Disorder (ADHD): Characterized by difficulties in attention, hyperactivity, and impulsivity.

Autism Spectrum Disorders (ASD): Conditions that affect social, communicative, and interactive development and behavior.

Dyslexia: Specific difficulty in reading, comprehension, and/or spelling, despite adequate intelligence and learning opportunities.

Intellectual Disability: Characterized by significant limitations in intellectual abilities and adaptive functioning.

Learning Disorders: Encompass a variety of conditions affecting the acquisition and use of academic skills, such as reading, writing, and mathematics.

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Global Developmental Disorders: Affect multiple areas of development, including cognitive, linguistic, motor, and socioemotional domains.

Acquired Brain Injuries: Brain damage resulting from traumatic injuries or medical conditions that can affect various cognitive functions.

Dementia: A group of conditions characterized by progressive cognitive decline, affecting memory, thinking, and the ability to perform daily activities.

Respect, understanding, and appropriate support are crucial for promoting inclusion and enhancing the quality of life for those with cognitive disabilities.

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Autism

ASD is commonly described as *complex neurodevelopmental disorder* characterized by **impairments in social interaction** and **communication, repetitive and limited patterns of behaviour and interests**, **sensory anomalies** and **varying levels of intellectual disability** (ID).

(American Psychiatric Association, 2013; Lord et al., 2020).

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04 Understanding Disabilities

These difficulties affect individuals' **perception and understanding of others' thoughts, intentions and emotions.**

Other common areas of difficulty include: **executive function** (which affects planning abilities), **flexibility** and **organisation skills.**

The DSM5 diagnostic criteria for autism also highlight **sensory processing** as a key area of difficulty, a*ffecting visual, auditory, tactile perception and multisensory integration.*

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ASD - Sensory Difficulties

Processing everyday **sensory information** can be **difficult** for autistic people. Any of their senses may be **over-sensitive** or **under-sensitive** or both, at (different times).

These sensory differences can **affect** how autistic people feel and act, and have a profound effect on a person's life. A person who finds difficulty to process everyday sensory information **can experience sensory overload** or **information overload**. **Too much information can cause stress, anxiety, and possibly physical pain**, which can translate in behaviours like **withdrawal, distress or meltdown.**

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Strategies and Adjustments your Company can Embrace to Prevent Sensory Overload:

- Minimise unnecessary clutter
- Be aware of loud and distracting noises, such as the radio playing or a ticking clock.
- Consider using dimmer lights or natural lighting and consider the impact of smells.
- Allow the person to work where is best for them.

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ASD - Social Communication Difficulties

Autistic people have **difficulties** with **interpreting** both verbal and non-verbal language like **gestures or tone of voice**.

Some autistic people are **unable to speak or have limited speech,** communicating through short sentences or very simple conversation, finding trouble in the functional use of spoken language.

Some have very good language skills, but struggle to understand **sarcasm or tone of voice**.

(Bryson, 1996)

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Other **Communication Challenges** include:

- Taking things literally and not understanding abstract concepts
- Needing extra time to process information or answer questions
- Repeating what others say to them (this is called echolalia) having difficulty “reading”/recognizing other people feelings and expressions
- Having difficulty in expressing/communicating their own emotions

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Strategies and Recommendation to Facilitate Communication Difficulties:

- Keep questions short and to the point.
- Leave time for the person to answer.
  Don’t just re-ask the question straight away.
- Instead of focusing on open-ended questions relating to emotions, such as ‘how are you feeling today’, ask more specific and direct questions such as ‘what do you notice in your body right now?’ and ‘what did you do today before you came here?’
- Offer options or choices where possible.

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Strategies and Recommendation to Facilitate Communication Difficulties:

Every autistic person is different.

Some people may take what you have said literally, therefore, avoid using:

- irony and sarcasm
- figurative language (this includes similes, metaphors, idioms, puns, etc.) such as saying ‘It’s raining cats and dogs’
- rhetorical questions (asking a question to make a point rather than to get an answer such as saying ‘What time do you call this?’ if a person is late).

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Strategies and Recommendation to Facilitate Communication Difficulties:

Instead:

- Use simple language
- Speak slowly, repeat and rephrase the question
- Use concrete terms and ideas
- Offer appreciation and encouragement
- If given time and space, the person can rectify their behavior
- Ask for information from those who are present and know the person with autism.

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Autistic adults sometimes prefer to use ‘identity-first’ language to describe themselves.

Being described as an autistic person is generally favoured by those who view autism as a central and defining element of identity, similar to gender or race. As these terms can be emotive for individuals, it is best to follow the lead of the person you are speaking to − using terminology that they prefer and giving them control over how they are spoken about.

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Rights of People with Autism

It is very important to keep in mind that people with autism and their families have **rights** that must be respected.

The European Charter of Rights for Persons with Autism, signed in 1996 by 331 Members of the European Parliament, states that **people with Autism should have the same rights as enjoyed by all EU citizens**, where such be appropriate and in the best interests of Autistic people, and that **these rights should be enhanced and enforced by appropriate legislation in each member state**.

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- THE RIGHT of people with autism to have access to counseling and care appropriate to their health (mental and physical) and to their spiritual life. This includes accessibility to quality treatments and medication given only in their best interest and all protective measures needed.
- THE RIGHT of people with autism not to be subjected to the fear and threat of hospitalization compulsive in psychiatric hospitals or other institutions restricting their freedom.
- THE RIGHT of people with autism not to be subjected to abusive physical treatment or care neglect.

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- The RIGHT of people with autism not to be subjected to the abusive or inappropriate use of pharmacology.
- THE RIGHT of people with autism (or their representatives) to access all information contained in their personal, medical, psychological, psychiatric and educational reports.

(European Charter of Rights for Persons with Autism - Autism-Europe Congress

(Hague, May 10, 1992)

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