



Co-funded by  
the European Union

Erasmus+



# EMPLOYMENT FOR INDEPENDENT LIFE MODEL PROPOSAL FOR INDIVIDUAL WITH INTELLECTUAL DISABILITIES

**EU ERASMUS+ PROJECT**

**KA204 - Strategic Partnerships for Adult Education**

**2019-1-TR01-KA204-075171**

**September 2019-August 2022**

Eskişehir, 2022

# **EMPLOYMENT FOR INDEPENDENT LIFE (EFIL)**

## **EU ERASMUS+ PROJECT**

### **KA204 - Strategic Partnerships for Adult Education**

# **EMPLOYMENT FOR INDEPENDENT LIFE MODEL PROPOSAL FOR INDIVIDUAL WITH INTELLECTUAL DISABILITIES**

**September 2019-August 2022**

#### **Editor**

Prof. Dr. Atilla Cavkaytar

#### **Authors**

Prof. Dr. Yasemin Ergenekon

Prof. Dr. Deniz Kağnıcıoğlu

Doç. Dr. Yener Şişman

Tom Salamon

Judy Salamon

Manulea Mittermayer

Maria Carracedo

Raquel Martinez

Danilo Calabrese

Dr. Gizem Yıldız

Arş. Gör. Mustafa Uluyol

Merve Özman

Şenay Kızılkum

Kadir Kılıç

Ebru Söğüt

**Project Managers:** Prof. Dr. Atilla Cavkaytar & Prof. Dr. Yasemin Ergenekon

**Project Researchers:** Prof. Dr. Deniz Kağnıcıođlu, Assoc. Prof. Yener Őiřman,  
Gizem Yıldız-PhD, Mustafa Uluyol.

**Implementation and Management Team:** Tom Salamon, Judy Salamon,  
Manulea Mittermayer, Maria Carracedo, Raquel Martinez, Danilo Calabrese, Fulya  
Ekmen, Merve Özman, Őenay Kızılkum, Kadir Kılıç, Ebru Söğüt.

EU ERASMUS+ PROJECT

KA204 - Strategic Partnerships for Adult Education

Anadolu University, Eskiřehir

August, 2022

## CONTENTS

### SECTION 1. USING EMPLOYMENT MODELS AND PLANNING TRANSITIONS

#### Chapter 1. Sheltered Employment Model

Gizem YILDIZ, PhD, & Yasemin ERGENEKON, Prof. Dr.

#### Chapter 2. Supported Employment Model: Job Coach Support in the Workplace

Merve ÖZMAN, & Yasemin ERGENEKON, Prof. Dr.

#### Chapter 3. Competitive Employment Model

Deniz KAĞNICIOĞLU, Prof. Dr., Yener ŞİŞMAN, Assoc. Prof., Mustafa ULUYOL, Res. Assist., & Yasemin ERGENEKON, Prof. Dr.

### SECTION 2. NECESSARY REGULATIONS IN LAWS AND POLICIES

#### Chapter 4. Current Situation in Employment Models (Türkiye, Italy, Spain & Austria)

Deniz KAĞNICIOĞLU, Prof. Dr., Yener ŞİŞMAN, Assoc. Prof., Tom SALAMON, Danilo CALABRESE, & Rachel MARTINEZ

#### Chapter 5. Suggestions for the Employment of Disabled People (Türkiye, Italy, Spain & Austria)

Deniz KAĞNICIOĞLU, Prof. Dr., Yener ŞİŞMAN, Assoc. Prof., Tom SALAMON, Danilo CALABRESE, & Rachel MARTINEZ

#### Chapter 6. Current Situation of Employment of People with Disabilities (Türkiye, Italy, Spain & Austria)

Deniz KAĞNICIOĞLU, Prof. Dr., Yener ŞİŞMAN, Assoc. Prof., Tom SALAMON, Danilo CALABRESE, & Rachel MARTINEZ

### SECTION 3. EMPLOYMENT MODELS IN EUROPE

#### Chapter 7. Employment Models in Spain

Maria CARRACEDO

#### Chapter 8. Employment Models in Austria

Tom SALAMON, Judy SALAMON, Manulea MITTERMAYER

#### Chapter 9. Employment Models in Italy

Danilo CALABRESE

### SECTION 4. MINISTRY OF NATIONAL EDUCATION AND GOVERNOR'S LOCAL AGREEMENTS AND PROTOCOLS

Şenay Kızılkum, Ebru Söğüt & Kadir Kılıç

# SECTION 1

## USING EMPLOYMENT MODELS AND PLANNING TRANSITIONS

### CHAPTER 1

#### Sheltered Employment Model

*Gizem YILDIZ, PhD & Prof. Dr. Yasemin ERGENEKON*

*Anadolu University, Turkey*

#### Introduction

In the participation of individuals with intellectual disabilities in working life, the most restrictive model that requires the most support is the sheltered employment model, which is applied in sheltered workplaces. In line with this model, individuals with moderate and severe intellectual disability continue to work in sheltered workplaces. **Sheltered employment** is a special employment model in which only individuals with special needs work together, not with typical developing employees (Armstrong, 2011). Therefore, in the model, individuals with intellectual disabilities are in a different environment from their peers. A detailed evaluation is made before employment for individuals with mental and developmental disabilities who are suitable for their conditions. Together with these evaluations, an Individualized Transition Plan is prepared for the individual and directed to the next model, the supported employment model.

#### a. Application

The individual is expected to meet the following **conditions** in order to apply for a sheltered workplace:

- ✓ At least 40% mental, behavioral, spiritual-emotional disability or having been diagnosed with moderate or severe intellectual disability
- ✓ To be over the age of 15
- ✓ Registering with İŞKUR

Individuals who meet these conditions apply to sheltered workplaces through İŞKUR Provincial Directorates by preparing the documents listed below.

### *Documents Required in the Process of Application to a Sheltered Workplace*

- Copy of identity card
- Certificate of residence
- Health board report
- Two profile photos
- Document showing educational status (if any)

Among individuals with intellectual disabilities, those who meet the application requirements and apply to the Provincial Directorate of İŞKUR with the necessary documents complete the application process. A committee may be formed to consider this application.

### *Sheltered Workplace Application Evaluation Process*

Establishment of the Committee: The application made to the sheltered workplace should be examined by a committee of at least four people, including the workplace manager, İŞKUR representative, job coach and special education teacher or specialist.

Evaluation: In the meeting held by the committee, interviews should be made with the individual with intellectual disability and with his/her family, and if necessary, experts should be interviewed with support services.

Decision: At the end of the environmental assessment, it should be decided whether the individual is suitable for a sheltered workplace, taking into account the existing performance level, interests and competencies. Decisions made by the committee can be listed as follows:

- (a) The individual is not suitable for a sheltered workplace (*if heavy enough to require home care or light enough to work with typical workers*).
- (b) The individual is suitable for the sheltered workplace but needs an individual job coach (*those who cannot work alone in the sheltered workplace and need intensive support*).
- (c) The individual is suitable for a sheltered workplace (*Can participate in group work with existing support*.)

## b. Evaluation of the Individual

The individual must have some basic skills and competencies in order to be able to take part in the sheltered employment model, in other words, to work in the sheltered workplace. In order to work in a sheltered workplace, it is appropriate to evaluate an individual with intellectual disability in two main areas: basic competencies and professional competencies. The form in Table 1.1 can be used to evaluate the individual during the sheltered employment process. The form can be adapted to the individual and profession being evaluated. In the evaluation process described in the application step, the board examines the competencies in Table 1.1.

If the individual has at least 70% of the qualifications given in the form in Table 1.1 (minimum 14 qualifications), he/she can be placed in a sheltered workplace. If the individual does not meet the required criteria, the "Programme for Sheltered Workplace Preparation" can be applied to the individual. This program should be an institution-based education program that includes the contents in Table 1.1. implemented by special education teachers or experts. Individuals who successfully complete the program and meet the requirements may be included in the re-evaluation process.

**Table 1.1.** *Individual Evaluation Form in Sheltered Employment*

Competency Area	Competencies	Yes	No	Explanation
Basic Competencies	1. Having toilet skills			
	2. Personal care and cleaning			
	3. Having independent dressing skills			
	4. Having eating skills (with support or independently)			
	5. Keeping clothes clean			
	6. Ability to express oneself verbally or non-verbally			
	7. Ability to make decision, make choices			
	8. Participate in activities with a master trainer or job coach			
	9. Establishing workplace-appropriate communication			

	10. Discipline and responsibility, do as you are told			
	11. Establishing interpersonal relationships, obeying the rules of courtesy			
	12. Collaborate with colleagues			
	13. Recognizing and avoiding hazards			
	14. Having self-defense skills			
Professional Competencies	15. Doing the job assigned to her/him			
	16. Demonstrating basic skills required by the profession			
	17. Coming to work on time, managing the break time			
	18. Retention (sustainability)			
	19. Ensuring work and workplace safety			
	20. Compliance with workplace rules			
	<b>Total</b>			

### **c. Providing Appropriate Employment to the Individual in the Sheltered Workplace**

Individuals with intellectual disabilities who are placed in a sheltered workplace should first be taught the skills of job adaptation and preparation. In the second step, a job suitable for the individual should be selected in line with the current performance, interests and competencies of the individual. In the third step, the level of support the individual needs in the selected task should be determined and the necessary support should be provided. In the last step, the individual should be followed during the work process and a decision can be made regarding the working life by evaluating it according to the determined success criteria.

#### *I. Sheltered workplace adaptation and preparation training*

Table 1.2. includes the training and activities that should be organized before choosing a suitable job for the individual in the sheltered workplace.



**Table 1.2.** *Work orientation and preparation training*

Subjects Studied	Teaching and Support
Workplace introduction and orientation	Excursions, watching videos, modeling activities under the management of employers and special education teachers or specialists
Workplace rules	Live or video model teaching of workplace rules, preparation and hanging of rule boards by a special education teacher or specialist
Working conditions	Explaining the working conditions with visuals and videos under the management of the employer and special education teacher or specialist
Meeting colleagues	Organizing a meeting event, introducing themselves to everyone in the protected workplace
Presentation of work done in the workplace	Detailed explanation and demonstration of all duties in the workplace under the management of the employer and special education teacher or specialist
Occupational health and safety training	Organizing special training for individuals with intellectual disabilities with external occupational health and safety experts under the management of employers and special education teachers or specialists
Management of break times	Explaining to the employees the break times, duration and how they will be spent under the management of the employer and special education teacher or specialist, preparing visual boards for break times
Routines at work (coming to work, lunch, returning home)	Planning a day at work with the help of activity charts and hanging routines on the wall

## II. Choosing an individual job

After completing the adaptation and preparation training for the sheltered workplace, the interests, and competencies of each individual with intellectual disability should be determined and jobs based on this should be listed. At the last stage, the individual and his/her family should be interviewed to try to determine the most preferred and most suitable option among the listed jobs.

Answers to some questions should be sought to determine what jobs an individual with intellectual disability can do in the workplace. These questions should be answered based on the relevant sector in which sector the sheltered workplace is working. When choosing a suitable job for the individual, the questions in Table 1.3 for the job should be asked first, followed by the questions in Table 1.4 to determine the individual's interest.

**Table 1.3.** Questions to determine the suitable job for the individual

Questions	Yes	No	Explanation
1. Have job analyzes been done in the workplace?			
2. Are the prerequisite skills required for the chosen job available to the individual?			
3. Can some skills required by the chosen job be taught even if the individual does not have them?			
4. Can the job analysis steps of the selected job be performed by the individual?			
5. Is the chosen job suitable for the communication and social competencies of the individual? 5.1. Does the chosen job require communicating with others? 5.2. Does the chosen job require teamwork?			
6. Is the chosen job suitable for the individual's academic qualifications? 6.1. Does the chosen job require good literacy? 6.2. Does the chosen job require basic mathematical knowledge?			
7. Is the chosen job suitable for the large-small muscle competencies of the individual?			
8. Is the chosen job suitable for the technological competencies of the individual?			
9. Is the daily work intensity of the chosen job suitable for the individual's performance?			
10. Does the chosen job provide the opportunity to learn by observing colleagues?			
<b>Total Correct Response Percentage</b>			

**Table 1.4.** Questions to determine the suitable job for the individual

Questions	Yes	No	Explanation
1. Was the individual and his/her family consulted while choosing the job?			
2. Was the individual asked what kind of work she/he likes to do?			
3. Was the individual asked to work alone or in a group?			
4. Are possible job options listed according to the individual's competencies and interests?			
5. Is the list of possible job options available to the individual?			

6. Has the individual's preferred job been selected from the list?			
7. Have preliminary studies been carried out regarding the job chosen by the individual?			
8. Is the individual's chosen job analysis cascaded specifically to the individual?			
9. Is the teaching method suitable for the learning characteristics of the individual selected?			
10. Has a reinforcement system been established by determining effective reinforcers for the individual?			
<b>Total Correct Response Percentage</b>			

### III. Identifying and providing necessary support

The next step after choosing a job suitable for the individual is to teach this job to the individual with special education applications. At this stage, the behavior and learning characteristics of the individual are determined and scientifically based applications are selected according to these characteristics. Methods and practices such as live modeling, video modeling, social stories, error-free teaching methods, technology-supported applications, differential reinforcement, and teaching with discrete trials are commonly included in the vocational education process. Therefore, after choosing the job suitable for the individual, one of the scientifically based applications should be selected and the target skill should be taught. The steps to be followed in this process after selecting the job suitable for the individual are given in Table 1.5.

**Table 1.5.** *Teaching the chosen job to the individual*

<ol style="list-style-type: none"> <li>1. An analysis of the job selected in accordance with the individual is made. Job analysis may consist of a different number of steps according to the learning level of the individual.</li> <li>2. A teaching method is chosen according to the chosen job and the learning characteristics of the individual.</li> <li>3. Tips suitable for the individual are determined. The clues are planned to fade over time.</li> <li>4. Rewards are determined from the effective reinforcer list of the individual and the appropriate reinforcement system is used.</li> <li>5. With the chosen teaching method, each step in job analysis is taught by a special education teacher or specialist and the master of that job. During the teaching phase, the teacher and the master work in collaboration.</li> <li>6. After the individual completes the steps in job analysis, clues and supports are gradually withdrawn. However, when he needs help, support is offered to the individual again.</li> </ol>
--

7. Some individuals may have learned to perform the job with partial physical cues from the teacher or master. Working with systematic support is continued until the individual can do the job independently.
8. In the teaching phase, the steps that the individual performs correctly are reinforced, and in the steps that the individual cannot do, they are modeled for the correct form of behavior or physical clues are presented.
9. After the individual teaching is completed, group work is planned. Observational learning opportunities are created.
10. The teacher or the master of the job is close to where the individual can get support at any time while at work.

#### IV. Monitoring and evaluation

The evaluation process must be planned together with the teaching of the job to the individual with intellectual disability. The steps of job analysis should be observed for monitoring and follow-up during the education, and it should be determined at which stage the individual needs help, at which stage he is stuck, and what kind of adaptations are needed in education. For this reason, evaluation should be made both during the teaching and at the end of the teaching. At the end of the training, studies should be planned for the transition to a new job skill or improvement in the job skills already done by revealing the level of learning of the job. A sample job analysis for the skill of serving in the waiter profession is given in Table 1.6.

**Table 1.6.** *Job skill evaluation form*

<b>Job Analysis Steps</b>	<b>With help</b>	<b>Independent</b>	<b>Insufficient</b>	<b>Explanation</b>
1. She/he comes to the place where she will do her/him work.				
2. She/he takes a tray.				
3. Puts the number of serving papers that require serving on the tray.				
4. Puts the set of forks, spoons, and knives on the tray as much as the number of servings.				
5. Takes the tray with both hands.				
6. With the tray, she/he goes to the table where she/he will open the service.				
7. Puts the tray on the coffee table next to the table.				
8. Puts the service papers in front of the customers who order.				

9. The fork puts the packages of knives next to the serving papers.				
10. She/he takes the tray.				
11. Puts the tray where the trays are.				
12. Returns to the waiting area.				
13. Orders from the kitchen attendant wait for the ready sign.				
<b>Correct Response Percentage</b>				

As in the example given in Table 1.6., the education continues until the individual is able to do all the steps of the job, he/she chooses independently. The evaluation form includes which steps the individual does independently and which steps with help, and the instructor's explanations about the steps performed. This information enables effective decision-making regarding the teaching process.

#### **d. Determining Success Criteria**

In addition to gaining job skills, a general assessment should be made to determine whether the individual is working successfully in the sheltered workplace and whether he can now leave the sheltered workplace and participate in supported employment. In order to make a decision based on this evaluation, success criteria should be determined. An evaluation form such as Table 1.7 can be used to evaluate the success of the individual with intellectual disability in the sheltered workplace.

**Table 1.7.** *Sheltered workplace work evaluation form*

<b>Evaluation Steps</b>	<b>With help</b>	<b>Independent</b>	<b>Insufficient</b>	<b>Explanation</b>
1.The individual has done her/his job .....which was chosen for her/him.				
2.The individual has done her/his job.....which was chosen for her/him.				
3.The individual has done her/his job.....which was chosen for her/him.				
4.The individual adapted to the job.				
5.The individual complied with workplace rules.				

6.The individual adapted to the working conditions.				
7.Individuals performed teamwork with their colleagues.				
8.The individual completed the occupational health and safety training.				
9.The individual complied with the break times and durations.				
10.She/he followed the routines at work.				
11.The individual has reached a level where she/he can do more of the things she/he learned in the sheltered workplace.				
12.The individual has acquired the basic Professional skills of the sector in which she/he works.				
13.The individual has acquired discipline and responsibility for work.				
14.The individual made the right decisions by taking the initiative, when necessary, in her/his work.				
15.During the time the individual worked in the sheltered workplace, she/he interacted appropriately with her colleagues, master and/or teacher.				
<b>Correct Response Percentage</b>				

The success criterion for the individual to complete his/her work in the protected workplace should be 90% and above. This form is filled in to evaluate the individual in cooperation with the employer, special education teacher or specialist, and the master of the job. At the end of the evaluation, the board can take two different decisions about the individual:

- (1) The individual must continue to work in the sheltered workplace for a while.
- (2) The individual is now ready to work with typically developing peers.

After the individual is evaluated according to the success criteria, it is decided to continue working in the sheltered workplace or to participate in supported employment. If the individual is going to continue in the sheltered workplace, a special

program is made for the individual to gain new job skills on top of what they can already do. Supportive studies are planned for the items found to be inadequate in the evaluation form. If the decision is made to leave the sheltered workplace and be placed in a typical workplace and join the supported employment model, a transition to the new model should be planned.

#### **e. Planning the Transition to the Next Model**

If it is decided that the person with intellectual disability will switch to the model of assisted employment, this transition process should be planned. At this point, first of all, the competencies of the individual, the skills he has, the current performance level in all fields, behavior and learning characteristics, and social skills should be evaluated in detail. In addition, the interests and preferences of the individual should be determined. Afterwards, a decision should be made about how the individual's working life will proceed by filling out the evaluation form, the example of which is given in Table 1.7. In other words, a decision is made by making a transition assessment for the individual. Transition assessment is a process in which the interests, preferences and needs of the individual in all areas of life are determined, and the functional competencies valid in this environment are revealed in order to adapt to the environment in which they live (Test, Aspel, & Everson, 2006). For this purpose, effective transition assessment should be individual-centered and continuous, should be carried out in different contexts and should be carried out with the contribution of all stakeholders in the process (FDEBEES, 2011).

Transition evaluation includes two different processes that include revealing the current situation of the individual and considering the expectations of the institution/program/employment model to which he/she will transition (Parent & Wehman, 2011). In this context, first of all, the competencies, interests, preferences and attitudes of the individual with intellectual disability should be determined. In the context of competencies, the level of the individual with intellectual disability in daily life, self-determination and interpersonal skills, vocational preparation skills (employability skills) and professional skills should be revealed. Then, the expectations in the supported employment model that the individual with intellectual disability will transition should be determined and what the individual needs for a

successful transition process should be determined. The preparation of the individual in line with the needs arising because of the transition evaluation will contribute to his/her experience of a successful transition process and easier adaptation to the supported employment model (Miller, Lombard, & Corbey, 2007).

It is extremely important for the individual with intellectual disability to actively participate in the decision-making processes at the point of transition to the supported employment model. For this, the individual must have sufficient communication and self-determination skills at the point of self-expression. If the individual has these skills, it can be said that at the point of transition to the supported employment model, he can more easily fulfill the behaviors expected from him in the context of communication and self-determination skills. If the individual does not have sufficient communication and self-determination skills at the point of expressing his decisions, then the opinion of his family must be taken. In this case, the employer who will decide on the transition of the individual to the supported employment model, the evaluation board consisting of a special education teacher or specialist and the master of the job should contact the family and decide on the process.

If the decision taken for the individual is to continue in the protected workplace, plans should be made to increase what he can do in the protected employment model, which is the environment in which he is currently placed, and to increase the individual's competencies in independent living. If the transition to the decision-supported employment model taken for the individual is in line with the expectations in the supported employment model, plans should be made to prepare the environment in which the individual will transition and his colleagues in the environment.



## CHAPTER 2

### Supported Employment Model: Job Coach Support in the Workplace

*Merve ÖZMAN, Turkey Down Syndrome Association*

*Prof. Dr. Yasemin ERGENEKON, Anadolu University*

#### a. Application

Supported Employment can be defined as a method in which support is provided to ensure that people with intellectual disabilities and other disadvantaged groups take part in the open labour market like everyone else in the society (EUSE, 2010). According to this method, when necessary, support is provided, everyone can be a successful employee (Arikan, 2018). One of the most effective and sustainable methods used in the employment of people with intellectual disabilities is the supported employment model. In this model, the people with intellectual disabilities takes part in the open job market and is supported as needed by a job coach from the very beginning of the employment process. This model, which offers the opportunity to work in any desired sector, is an inclusive method. The content here has been compiled on how the ideal of supported employment processes should be since the model is not widely applied in Turkey.

People with intellectual disabilities who wants to participate in employment should be able to reach a job coach working in the field of supported employment. Supported employment service can take place in state institutions (İŞKUR, municipalities, etc.) as a unit where job coaches work, or there may be authorized job coaches in this field within private employment offices.

In order for the individual to take part in employment and to be included in the supported employment program, it is important to meet the following conditions:

- To have mental, behavioral, psycho-emotional disability at a rate of at least 40% or to be diagnosed with moderate or severe intellectual disability
- Being over 18 years old
- Registering with İŞKUR (Turkish Employment Agency)
- Being able to provide self-care

Every individual who meets these conditions should be able to apply in order to benefit from the supported employment service and should be taken into the evaluation process by the job coach.

**b. Evaluation of the Individual**

The most important factor in effective and sustainable supported employment is the "right person for the right job" policy. The people with intellectual disabilities applying should be taken into a detailed evaluation process by a job coach. This assessment should be made in multiple ways. First of all, the form in Table 1.8 should be filled by spending time with the individual in order to get to know the individual himself. The job coach should change the questions according to the candidate's level. In this process, it is important to have one-on-one interviews with the people with intellectual disabilities to analyze the candidate better.

**Tablo 1.8.** *Personel interview evaluation form*

<b>PERSONAL INTERVIEW EVALUATION FORM</b>	
<b>Evaluation of ability to provide personal information</b>	
Name Surname	
Place of birth	
Date of birth	
Home address	
Phone	
<b>Evaluation of the ability to be conscious about the information of the education process and to explain them.</b>	
Last graduated school	
Information about the schools he/she attended	
<b>Work life knowledge and motivation assessment</b>	
What do you do at home?	
Are you happy to be at home or do you want to work?	
What does it mean to work for you?	
Why is it important to work?	
Which jobs do you know?	

What job would you like to do?	
Why do you want to do this job?	
<b>Evaluation of concepts in business life</b>	
Do you know the meanings of the following words? <ul style="list-style-type: none"> <li>• Wage</li> <li>• Agreement</li> <li>• Working hour</li> <li>• Annual permit</li> <li>• manager</li> <li>• break time</li> <li>• Retirement</li> <li>• Difference between internship/job</li> </ul>	
<b>Employment project evaluation</b>	
Do you think it's easy to find a job?	
Have you looked for a job before? What did you do?	
What do you do well?	
What skills can you use at work?	
<b>Evaluation of daily living skills</b>	
Motor mobility	
Speaking skills	
Reading	
Writing	
Technology use	
Use of money	
Time concept	
Individual independence level	
Communication	
<b>Opinions about himself/herself</b>	
(How does he/she compare himself/herself with other people, is he/she aware of His/her intellectual disability or limitations, etc.)	

Afterwards, to obtain more detailed information about the individual's development processes, the form in Table 1.9 should be filled in by interviewing the family or caregiver separately from the individual.

**Tablo 1.9.** *Pre-work assessment form*

<b>PRE-WORK ASSESMENT FORM</b>	
<b>General Information</b>	
Candidate	Name Surname
	Place and date of birth
	Address
	Phone
Family	Parent Names
	Professions
	Does he/she has brother or sister?
	Phone
<b>Disability situation</b>	
Diagnosis	
Disability rate	
Social assistance	
Legal capacity	
<b>State of health</b>	
Physical diseases	
The respiratory system	
Muscle, bone	
Endocrine (thyroid, etc.)	
Skin	
Intolerance/ Allergy (Celiac etc.)	
Motor skills	
Sight/Hearing/Language-Speech	
Is he/she going to rehab? For how long?	
Drugs used	
Food habits	
Sleep patterns	
<b>Education information (relationship with friends and teachers, disciplinary status, etc.)</b>	
Nursery	

Kindergarten		
Primary school		
Middle School		
High school		
<b>Work experience</b>		
Have he/she ever done an internship?		
<ul style="list-style-type: none"> <li>• Where?</li> <li>• How much time?</li> <li>• How many days/hours per week?</li> <li>• What did he/she do?</li> </ul>		
Have he/she had any working experience?		
<ul style="list-style-type: none"> <li>• Where?</li> <li>• How much time?</li> <li>• How many days/hours per week?</li> <li>• What did he/she do?</li> <li>• Why did he/she leave?</li> </ul>		
<b>Evaluation of daily living skills</b>		
Orientation	Personal orientation	
	Time orientation	
	Place orientation	
Communication - Language		
School skills		
Independency	Personal care	
	Independence at outside	
	Use of money	
	Technology use	
Personal relationships		
Leisure time		
Their expectations/ dreams		
Opinions about himself/herself		

**c. Identifying and analyzing workplaces suitable for an individual's competencies**

It will not be enough for job coaches to know people with intellectual disabilities adequately to place them in the right job. For this reason, it is necessary for job coaches to analyze workplaces, learn the conditions of the workplace well, and know what skills are required in the job to be done and which candidates may be suitable. Job coaches can use the form in Table 1.10 to analyze the workplace.

**Table 1.10.** *Company mapping form*

<b>COMPANY MAPPING FORM</b>	
<b>Contact person information</b>	
Name Surname	
Position in the company	
Phone	
Email	
<b>Company information</b>	
Company name	
Address	
Does it have branches?	
Sector	
Has people with intellectual disabilities been employed before? How was the process?	
Is there workplace bus?	
If it is not, is transportation fee paid?	
Is there a dining hall? Inside or outside the company?	
Or do you give a meal card?	
Is there a rest area in the company?	
Is there a uniform? Is there a dressing room, if any?	
<b>Analysis of the section where the people with intellectual disabilities will be placed</b>	
Section name	
Work done in the department	

How many people work in the department?	
Female/male ratio	
Working hours	
Is there a shift?	
Break times	
<b>About the task presented to the individual with intellectual disability</b>	
Position name	
Information about the workspace	
Working hours	
Affinity with the supervisor	(same/different room)
Summary of the task	
Will he/she share his/her room/desk with others?	
Are there any tasks that need to be done in partnership?	
Are missions only in one area or do they require him/her to go to different places?	
Materials to be used while performing the task	
Are protective gear or clothing required?	
Skills required for the job	(Speaking, reading, writing, computer knowledge, foreign language, physical endurance, etc.)
How many interviews will the candidate enter during the selection process?	

#### **d. Placing an Individual in a Suitable Job**

As a result of all these analyses, the job coach will have comprehensive information about both candidates and workplaces. At this point, it is possible for individuals to identify suitable workplaces in line with their wishes and skills and make the right matches. After a healthy evaluation, the job coach can direct suitable candidates to the company. In this process, the job coach continues to act as an intermediary and informs

the candidate about the job interview requests from the workplace and ensures that he is ready for the job interview. At least 3 days before the job interview, the candidate should be given job interview preparation training. The content of this training can be determined according to the candidate's level and gender. The following topics should be discussed in the training.

- What is a job interview and why is it done?
- What should you do before going to the job interview?
- What should you do/do not during the job interview?
- What can they ask in a job interview?
- What should you ask in a job interview?

If the workplace has no previous experience of interviewing people with intellectual disabilities, the job coach should make a preliminary meeting with the workplace. The interviewer should be given brief information on how to communicate.

#### **e. Teaching Work Adaptation and Work Rules**

If the job interview is positive and the start of the job is planned, trainings for the candidate, family and co-workers should be organized by the job coach before starting the job placement.

##### *i. Candidate's training process*

Since on-the-job training is essential in supported employment, this training should aim to increase the candidate's basic knowledge of business life. In this training, the concepts that the candidate may encounter in business life and the issues that should be considered in the workplace are discussed. In this training;

- terms used in the workplace,
- workplace rules,
- relations with managers,
- relationships with colleagues,
- appropriate behavior in the workplace



studies should be done on the subject. The training should be prepared according to the needs of the candidate and supported by visuals, games or role plays depending on the situation.

*ii. Staff training process*

One of the most important factors in the adaptation of the new employee to the job and getting used to the rules is the way his colleagues treat the new candidate. For this reason, it is one of the most important steps to train the workplace personnel on what to pay attention to in communication with the new candidate. In the training, personnel should be given an inclusive and integrative perspective that is far from discriminatory. The adult identity of the new employee should be emphasized.

*iii. Family training process*

In the supported employment process, the individual's adult role and independence are at the forefront. Families often find it difficult to see their child with intellectual disabilities as adults and to be separated from them. This process plays an important role in the development of the family at this point. The job coach should discuss with the family privately before the job placement and inform them about how to support the employee before and during employment. The family should now accept that their children are adults and offer their support in this direction in the process.

*iv. On-the-job training process*

In addition to the training processes mentioned above, before starting the job, the job coach should visit the workplace, experience the job that the candidate will do, and prepare a job analysis on how to teach. This job analysis should be prepared to the candidate's skills and needs.

Following all these, the main stage of the supported employment process is on-the-job training. From the day the candidate starts to work, the job coach starts to accompany the candidate at the workplace and this process is planned for an average of 10 days. Accompanying time may vary depending on the candidate's needs. The most important criterion to be considered during the accompanying process is that the new employee or colleagues do not become dependent on the job coach. The aim of

the job coach is to support the new employee in learning the job to be done, as well as to support all personnel in establishing communication with their colleagues and establishing solid relationships.

#### **f. Monitoring and Withdrawal of Supports**

The withdrawal process is an indispensable part of the on-the-job training process in supported employment. Individual when he gets used to the workplace, learns how to communicate with people at work, how to behave in environments and those environments, the job coach should gradually withdraw himself from the environment (Cavkaytar et al., 2018). The job coach should gradually move one step away each day during the accompanying period. Especially from the second week, job coach should stay away from the candidate and stay in the position of observer and give feedback when necessary. In order to be able to implement this process, job coach should ensure that the candidate and his colleagues get together from the first day. He should show his colleagues how to teach the job to the candidate and often work to keep them in touch. Incoming questions and problems should be answered in such a way that the staff and the candidate can communicate with each other and solve them. In this way, the job coach will have a chance to observe and talk about possible problems while he is still there, and in the same way, his colleagues will be able to eliminate the question marks in their minds by getting support from the job coach.

After the job coach is completely removed from the work environment, the monitoring process begins. Leaving the workplace does not mean that he will not follow the new employee. The job coach should periodically call the workplace, the candidate and his/her family separately to get feedback on the process and support in producing solutions to potential problems before they grow. While these calls are more frequent at first, they can be gradually reduced according to the need, and as natural supports become part of the process, they can turn into monthly calls (Beyer and Kilsby, 1997; Brooke, 1997; Hasson, Andersson, and Bejerholm, 2011; Nisbet and Hagner, 1988).

### g. Determining Success Criteria

The process of getting used to the workplace of an employee may vary from person to person. After the individual has worked at the workplace for a certain period of time, evaluations should be taken at intervals and accordingly, the career plan of the employee should be studied. The form in Table 1.11 can be used for these evaluations. It is appropriate to make the evaluations 3 times a year, once every 4 months. Thus, the development of the individual can be easily followed.

**Table 1.11.** *Working skills assessment form*

WORKING SKILLS ASSESSMENT FORM		
Adaptation to the workplace	1. Does he/she comply with his/her working hours?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
	2. Is he/she wearing a uniform?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
	3. Does he/she organize his/her personal belongings?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
	4. Does he/she scan the ID card at the entrance or fill in the roll call?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
	5. Does he/she comply with break times?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
Task planning	6. Can he/she do his/her job independently?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
	7. Does he/she know when to start?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
	8. Does he/she start work independently?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
	9. Does he/she plan how he/she will do the job?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
	10. Can he/she make plans when he/she has multiple tasks?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
	11. Does he/she seek out additional information required for the task?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
	12. Does he/she want a new job when he/she is not on duty?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
	13. Does he/she notify you when the task is finished?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
Fulfillment of duties	14. Does he/she listen and practice what is being said?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes

	15. Does he/she understand when you give more than one instruction?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
	16. Does he/she understand written instructions?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
	17. Does he/she ask for help when he/she does not understand what is being said?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
	18. Can he/she do the tasks that need to be done right away?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
	19. Can he/she continue the task he/she started the day before from where he/she left off?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
	20. Can he/she learn directions even if he/she doesn't have to do it right away?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
	21. Can he/she do a job that needs to be spread over time?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
	22. Can he/she find a solution when he /she encounters a problem while doing the job? (eg printer out of paper)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
	23. Can he/she deliver the deadline works on time?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
	24. Can he/she realize his/her own mistakes while doing business?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
	25. Does he/she fix the errors he/she detects?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
	26. Does he/she accept work-related criticism?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
	27. Does he/she ask for help when he/she needs it?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
Flexibility and adaptability	28. Does he/she adapt to job changes?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
	29. Does he/she adapt to changes in the workplace?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
	30. Does he/she adapt to personnel changes?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
	31. Can he/she change his/her watch habits if necessary?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
	32. Can he/she accelerate if needed?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes

	33. Does he/she react appropriately to the situations he/she is in?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
	34. Does he/she know and pay attention to dangerous vehicles?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
	35. He/she doesn't not behave dangerously to themselves or others.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
Relationships with colleagues	36. Does he/she work peacefully and calmly in the group?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
	37. Does he/she cooperate?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
	38. Does he/she go if co-workers ask for help?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
	39. Does he/she respect his/her managers and listen to what they have to say?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
	40. Can he/she stay calm if there is tension in the work environment?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
	41. Can he/she control his/her emotions?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
	42. Can he/she establish a good relationship with the new staff?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
	43. Is he/she aware that he/she shouldn't cry at work?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
	44. Does he/she take on the adult role?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
	45. Does he/she comply with workplace rules?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes

This form must be completed by the job coach with the employee's manager. We can conclude that the individual works successfully with supported employment, with a positive result of 90% or more from this form. If the individual has not completed the success criteria at a sufficient level, he/she continues to work with the support of a job coach in supported employment. Work can be done for the individual to gain new skills for self-improvement. The job coach continues to support the individual at the workplace regarding the missing parts of the form. In the event that the individual receives a high-success evaluation result, it can be decided to complete the supported employment process and transition to a competitive employment model. In this case, it is necessary to plan the transition to the next stage.

#### **h. Planning the Transition to the Next Model**

When the mentally retarded individual successfully completes the supported employment process, in other words, when he successfully performs his work in the workplace without the need for the support of the job coach, a decision can be taken to transition to the competitive employment model. At this point, the desire and preference of the individual with intellectual disability regarding the transition to a competitive employment model is extremely important. If the opinion of the individual is in the direction of transition to the competitive employment model, a new workplace should be determined for the individual in line with his interests and preferences. While transitioning to the new model, the basic principle should still be “matching the right person with the right job”. Therefore, in this process, certain competencies should be gained to the individual in order to find a new job in line with his own interests, preferences and competencies.

Unlike other models, the individual must determine the job he/she wants to work for, perform the necessary application processes for the job he/she wants (eg, prepare a CV, register with İŞKUR, etc.), conduct a job interview, and make new decisions regarding what to do based on the results of the interview. If the job interview has been positive, the individual should start his new job. Of course, starting a new job also means a new environment, new people, new expectations, new responsibilities etc. for the individual. means. The fact that everything is “new” can be a bit challenging for the individual at first. With the short-term support of his colleagues, the individual can adapt to his new job in a short time and continue his working life based on a competitive employment model. In order to be able to do the jobs listed above, it is necessary for the individual to gain certain competencies related to career education and independent living skills from a very young age. It is extremely important to include scientifically based practices in the process of gaining these competencies to the individual. When the individual transitions to a competitive employment model equipped with these competencies, he or she will adapt to the new working environment in a shorter time. At the same time, it will be much more likely to provide sustainability in employment (Ergenekon et al., 2018).

When the individual transitions to a competitive employment model, he may have difficulty adapting to the new business environment and fulfilling the

requirements of that workplace. In this case, it is possible to wait a few months for the adaptation of the individual to the new workplace, and in this process, necessary studies can be carried out for the adaptation of the individual. However, despite these efforts, if the individual has difficulty in adapting to the job and workplace within the framework of the competitive employment model, he can switch to the supported employment model and get job coach support.

## CHAPTER 3

### Competitive Employment Model

*Prof. Dr. Deniz KAĞNICIOĞLU, Assoc. Prof. Yener ŞİŞMAN,*

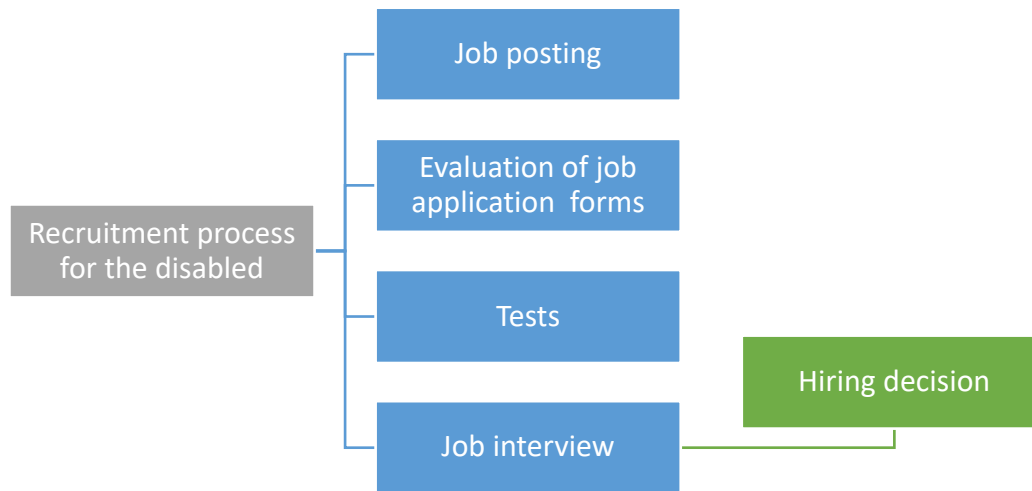
*Res. Assist. Mustafa ULUYOL & Prof. Dr. Yasemin ERGENEKON*

*Anadolu University, Turkey*

#### a. Application

Having a job is of great importance for people with disabilities as a prerequisite for participating in society as productive individuals and holding on to life. **Competitive employment** is the employment of individuals with intellectual disabilities in the jobs they prefer in the competitive labor market, together with typically developing employees, for equal pay for equal work. In order to reach and maintain paid employment in the open labor market, it is important for individuals with intellectual disabilities to be employed in jobs that are compatible with their interests, abilities, career and life goals. For this reason, it is necessary to integrate individuals with intellectual disabilities into the competitive labor market with a holistic human resources management process that starts with placing them in suitable jobs and continues with training, orientation, performance evaluation and career planning. The recruitment process has been regulated legally so that individuals with intellectual disability can be employed in the jobs they prefer in the competitive labor market with other individuals by getting "equal pay for equal work". The job placement process of individuals with intellectual disabilities in the competitive labor market consists of the same stages as individuals with normal development. These stages are shown in the Figure 3.1.





**Figure 3.1.** *Job Placement Process in Competitive Employment Model*

There are two ways that individuals with intellectual disability can enter the labor market:

- Registering with İSKUR and applying to job posting for recruitment of disabled employees announced by institution.
- Applying directly to job posting on platforms such as career sites, web pages or disability associations of employers who want to employ disabled people.

- The employment of the disabled with the quota method in Turkey is carried out as follows.
 

**Labor Law Article 30**

  - Private sector employers employing 50 or more workers are obliged to employ 3% disabled people. (Private sector employers employing 51 or more workers in agriculture and forestry enterprises are obliged to employ 3% disabled people.)
  - Public employers employing 50 or more workers are obliged to employ 4% disabled people. EKPSS score is required for the employment of the disabled in public workplaces.

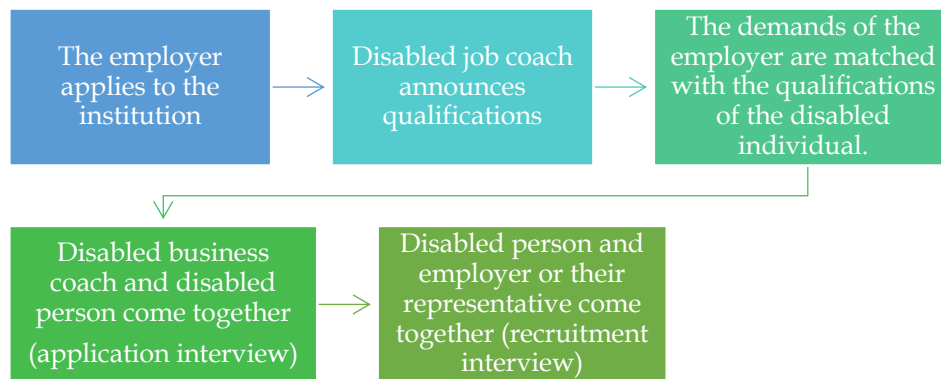
**Civil Servants Law Article 53**

  - Every public institution and organization is obliged to employ 3% disabled people.
  - In the calculation of 3%, the total number of civil servants of the relevant institution or organization (including the provincial organization) is taken into account.

**Figure 3.2.** *Quota Method in Turkey*

Disabled job coach monitors the quota of enterprises employing 50 or more workers with the Monthly Workforce Schedule. The employer who has a quota deficit or wants to employ a disabled person above the quota applies to the institution. Disabled job coach uploads advertisements with details such as vacancies, required qualifications, white-collar-blue-collar jobs, etc. to the İŞKUR website and hang them

on the bulletin boards. In this announcement, the employer cannot make any restrictions regarding the disability type of the person who will apply. Upon the employer's application, the disabled services and disabled job coaches in each province provide matching. If the job announcement will be made by the employer, it is important that the information that will benefit the employer is clear, and that this information is returned to the employer correctly.



**Figure 3.3.** *Disabled Business Coach Recruitment Process*

Individuals with intellectual disability can apply to job posting announced by Turkish Employment Organization (ISKUR) with condition of being registered to ISKUR (<https://www.iskur.gov.tr/>).

Individuals with intellectual disability meet with their "disabled coach" in the application interview to ISKUR. In the application interview, the disabled coach asks questions like what the disabled person does? or can do? what is his/her work experience? etc. and creates a CV for him/her. If the disabled wishes and can, they can also create a CV from the website of the institution.

Job interview is done at ISKUR. The disabled job coach requests an appointment from the employer or his/her representative to come to the institution and make an interview. It is announced on the board and in the system which position will be interviewed at which day and time. Disabled people who match qualifications of job advertisement participate in the interview. Companies must legally fill the vacant position within 1 month. If the employer directly hires a disabled individual by its own, the interview can be done at the workplace. However, employers need to register the candidate hired through their own channels with ISKUR within 15 days.

## **b. Assessing the Individual**

The recruitment process of a disabled individual should not be different from the recruitment process of a non-disabled individual, and the skills required for the job should be defined in the most accurate way and matched with the qualifications and characteristics of the disabled individual applying for a job. For this purpose, tests applied in the selection process and selection criteria should focus on the specific skills, knowledge and abilities required for the vacant job. At the end of this process, it is aimed to provide the most appropriate match with a placement suitable for both the situation of the disabled individual and the demands of the employer. In case of this matching, both the satisfaction of the disabled individual increases and the employer experiences the minimum possible problems that may arise from employing the disabled individual in a position that is not suitable for him/her (Karaaslan, 2020: 55).

If the job requirements in the position where the individuals with intellectual disabilities will be employed are defined correctly, the important factor in making the recruitment decision is not whether the individual has a disability but whether she/he is suitable for that job. For this purpose,

- the responsibilities of the job,
- the tools and methods used,
- the skills,
- knowledge and abilities required to do the job

should be defined and matched with the competencies and characteristics of the individuals with intellectual disabilities during the recruitment decision (<http://www.omuzomuza.com.tr/Engelli-Bireyin-%C4%B0se-Alim-Sureci>).

In terms of the sustainability of competitive employment, there should be functional tools that enable the collection of information about candidates. For this purpose, various forms were created to collect information about the candidates and evaluate their skills. These forms are intended for different stages of the employment process (orientation, assessment of the work environment, etc.) and are filled in differently. These forms are examination tools that enable the collection of necessary information about the candidate and making observations in order to ensure candidate-job compatibility.

The following information should be included in the information form created to create a profile about the candidate in the preliminary interview conducted by disabled business coaches with individuals with intellectual disabilities:

- Credentials and general information
- Information about the person's disability (such as disability rate)
- Conditions limiting its legal capacity, if any
- Information about the nuclear family
- Information on health status
- Educational curriculum vitae
- General information about the activities of the disabled person

In interviews with individuals with intellectual disabilities, it is important that the interviewer has very good communication skills. Interviews conducted during the recruitment process of individuals with intellectual disabilities may need to include some special conditions (Figure 3.4). ([https://www.engelsizkariyer.com/\(S\(musbea553uhfpt55adde3zy2\)\)/YaziYazdir.aspx?id=42](https://www.engelsizkariyer.com/(S(musbea553uhfpt55adde3zy2))/YaziYazdir.aspx?id=42)):

In order for an interviewer to reveal the abilities of an with mental disabilities:				
The explanation should be clear.	Known words should be used and sentences should be short.	individual with disability should be given more time in interviews.	He/she may allow a person to assist him/her to support the disabled person in the interview.	Questions about concrete experiences should be asked. For example, "What did you do in the cafe?"

**Figure 3.4.** *Matters to be Considered in the Interview of an Individual with Intellectual Disability*

During the interview process, a "Pre-Work Situation Assessment" form is created for the candidate by combining information from different sources such as family and job coach. This form may contain the following information:

- Cognitive level
- Behaviors

- Individual and social independence
- emotional state
- Personal and other relationships
- Motivation

Another form that should be prepared in this process in order to evaluate the candidate's working skills and to create his/her resume is the "Working Skills Evaluation Form". This form provides a review of the candidate's skills in the following areas:

- Task/Job
- Work environment
- Relationship environment
- Flexibility/adaptation to the above-mentioned environments

There are basic skills and traits needed in every job in order to be employed. These are general skills that make an individual employable. These basic skills, expressed as employability skills, are to work well with others, to act to solve problems and to adapt to any work environment. Interventions to improve the social skills and self-management of the disabled should be aimed at increasing their work and professional capacities such as coping with stress, time management, problem analysis, career planning, decision-making skills and effective communication skills. Increasing professional performance and self-employment skills will increase the productivity and motivation of people with disabilities, which will support the improvement of the quality of work (Ministry of Labour and Social Security (MoLSS), 2013: 13).

Creating a comprehensive CV at the end of the process in which the skills and characteristics of individuals with intellectual disabilities are evaluated in order to start the job placement process ensures that the most suitable work environment and placement type are determined for each candidate. Not every individual with intellectual disability has an independent capacity and may not be able to work easily in free market conditions. It is important to evaluate the jobs (tasks) and work environment for those who are eligible for employment in the open labor market after a careful and careful evaluation process.

### **c. Identifying and Analyzing Workplaces Suitable for an Individual's Competencies**

In the competitive employment model, which aims to place the right person in the right job, a pre-selection is made by the job coaches to determine the candidates to be sent to the enterprises. Job coaches, who make a very comprehensive assessment of the candidate, send the selected person to the company. In some cases, recruitment specialists of companies come to İŞKUR for a job interview and a job coach may be present at this meeting. It is appropriate for the job coach to act as a spectator during the interview process and to intervene to facilitate communication between the recruiter and the candidate when necessary. After the most suitable candidate for employment has been selected, a Training and Individualized Orientation Program is prepared.

The basic conditions for providing and successfully maintaining competitive employment depend on detailed job analysis, providing support and information in the workplace, appropriate pricing strategies, training and orientation programs, and making the necessary arrangements in the workplace. Job analysis in enterprises is the studies aimed at reaching job definitions and job requirements by defining the existing jobs and activities in detail in terms of their nature and functions. Job analysis, which is the process of collecting data on the physical conditions in which the job will be performed and the characteristics that the person who will do the job should have, should be carried out as a separate process for individuals with disabilities. The following methods can be used to gather information about the way the work is done, the effort required for the job, and the skill, responsibility and working conditions for this job analysis (Köleoğlu & Seyyar, 2021: 467):

*Interview:* Making an interview with the disabled workforce candidate regarding the content and characteristics of the job.

*Survey:* Preparing a questionnaire for disabled employees who have done that job before, in order to determine work-related activities. In line with this information, determining how often the disabled person working in that job performs these activities and how important these activities are for the whole job.

*Observation:* Gathering information on working conditions through on-the-job observation of disabled workers.

Job descriptions and job requirements, prepared in line with the information gathered through these methods, enable disabled employees to better understand their duties, responsibilities, and expectations, and contribute to the placement of the right person for the right job.

Individuals may need guidance and counseling in the real work environment, even if they have received the necessary training and appropriate qualifications related to the job assigned to them. Training and orientation programs enable employees to learn the working conditions and the rules of the business in a short time and ensure that employees get rid of their fears and prejudices about work. For individuals with intellectual disabilities, the orientation program carried out after the job placement process makes it easier for individuals to get used to the work environment and adapt to the job. In this context, it is possible not only to find a job, but to ensure the sustainability of the work with a special training and orientation program at the workplace. It is stated that individual with disability are more successful in employment when they receive on-the-job training rather than in separate or protected training programs (İnal vd., 2020: 27; <http://thecpsd.org/wp-content/uploads/2018/09/CIE-Myths-and-Truths-CPSD-9.24.18-final.pdf>).

First of all, it is important to inform the employee about the rules and general procedures regarding the work in the orientation program. The orientation process can be carried out by disabled support personnel within the human resources department or by experts who have received the necessary training in this regard. The communication methods and language should be simple and easy to understand for the disabled employee. It will be helpful to use capital letters, an understandable language and necessary figures in booklets and brochures prepared for orientation and education. (Seyyar & Aydemir, 2014).

In particular, it is necessary to introduce health and safety-related rules, working hours, lunch and coffee breaks, paid and weekend holidays and the benefits provided to the employee. One of the most important steps of the orientation process is the introduction of the new employee to their managers and colleagues. Considering the prejudices regarding the employment of persons with disabilities, it is better understood how important this stage is. Assisting disabled employees in compliance with unwritten rules (Who will make the coffee? Who will stay in the break? Who will

complete the unfinished works?) as well as written rules and ensuring the support of their colleagues are important in terms of the adaptation process (Hemmings & Morris, 2004: 15).

It would be beneficial to create an orientation program prepared for individuals with intellectual disabilities in a way that will achieve the following objectives:

- Theoretical and practical development of communication-relationship capacity as well as skills related to work activity

- The individual's ability to recognize himself and others

- Raising awareness about adult identity

- To increase the expression and motivation of the working potential of individuals with intellectual disabilities

- To raise awareness about what the concepts of personnel/employee are

- Facilitating the transition of the person's expectations to business life

- Giving the opportunity to meet the business world (rules, hours, duty, title and hierarchy)

Business regulations are important for the sustainability of employment of individuals with intellectual disabilities. They should be given appropriate opportunities and the workplace should be organized in a way that facilitates to work.

As with other employees, employees with intellectual disabilities with may experience various compliance and disciplinary problems in the workplace. A monitoring and warning system can be established especially for disabled employees who may have difficulties in following the given instructions, organizing tasks, focusing on work, making decisions, solving problems, and learning new tasks. For example, it may be necessary to give more verbal warnings to an employee with intellectual disabilities than others. If someone is not doing their job well, it would be wrong not to tell them and give them a chance to improve their job. A follow-up form prepared by human resources can be filled out and monitored by the first supervisor of the disabled employee and shared with him/her periodically, and he/she can be warned so that necessary improvements can be made. Various attitudes and behaviors can take place in this form such as the disabled employee's compliance with workplace rules and hours, compliance with occupational health and safety rules, fulfillment of given instructions and duties, working motivation, attention, and concentration on



duty, working style, cooperation with other employees, relations with customers, realization of mistakes and reaction to the error (Buzzeli, Leonori & Berarducci, 2009: 146). On the other hand, necessary measures should be taken to ensure that disabled employees have access to information on career development and promotion opportunities appropriately. If this information is provided electronically, it should be given importance for accessibility.

Special arrangements can be made for employees with intellectual disabilities especially during the monitoring and evaluation of performance. For example, employees with disabilities may be helped to fill in "their own recognition forms" as part of appreciating their performance. It will be beneficial if the forms are prepared and understandable considering the person and his/her duties. For example, in the form, questions that can be answered with yes or no, such as;

- "Did I get to work on time?"
- Did I comply with the working hours?
- Have I done all the work I have to do?
- Did I have difficulty doing my job?
- Am I satisfied with my workday?
- Did I fulfill what my colleague asked me to do?"

can be prepared in this form (Buzzeli, Leonori & Berarducci, 2009: 152). It is very important to motivate employees for their success and examine failures together. As with all employees in the workplace, showing that the business values disabled employees, including the employee in activities carried out inside or outside the workplace, and ensuring that they express their opinion on activity selection may provide motivation.

A mentally disabled employee can perform their duties in longer time, although they can do the same job as other employees (Hemmings & Morris, 2004: 25). During the work, it is necessary to give the time disabled employee needs to do the job independently instead of doing the job or making it easier for her/his to do it. In addition, seeing the intellectual disabled employee as an adult, communicating with an age-appropriate language and behavior will make it easier for them to acquire behaviors and skills appropriate to their role in the workplace and to develop independent living skills (Buzzeli, Leonori & Berarducci, 2009: 138, 153).

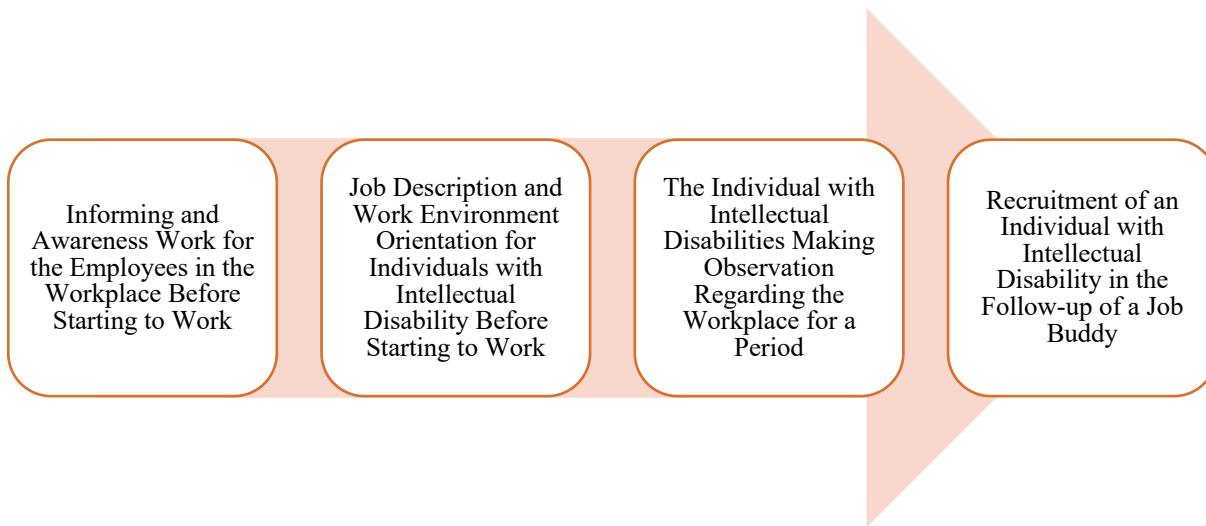
#### **d. Placement of an Individual in a Job Appropriate for Their Competencies**

The problems experienced by individuals with intellectual disabilities in functional academic skills, motor skills, daily life skills, self-management and interpersonal communication and interaction affect their participation in independent life, thus also realizing their job skills (Acar, 2018). Training individuals with intellectual disabilities regarding all these skills and improving their skills will increase their chances of being placed in a job and contribute to their successful business life if they start working (Ergenekon et al., 2018).

The fact that individuals with intellectual disabilities acquire all the necessary skills to work in a job does not mean they can work successfully in any job. At this point, it is of vital importance to place the person with intellectual disability in the most suitable job. Placing the individual with intellectual disability in the most suitable job means placing him in a job that is suitable for his interests and competencies, taking into account his strengths. The interests and competencies of individuals with intellectual disability; job-related interests (Savickas, 2011), job-related preferences (Yost & Corbishley, 1987) and employability skills (Baran & Cavkaytar, 2007). As explained in the previous sections, after determining the interests, preferences and employability skills of the individual with intellectual disability, it is necessary to match the individual with a suitable job. After determining the job and workplace among the possible jobs, it should be determined which of the jobs the individual can do at the workplace. As mentioned in the previous sections, it is necessary to reveal the job description of the individual, both by using job analyzes and job samples and by making situation assessments. For this purpose, the next stage, in other words the job placement step, should be started with a job description created by considering both the expectations and needs of the employer and the expectations and competencies of the individual with intellectual disability.

This stage of the job placement process is the most sensitive for both the workplace and the individual. Any problem that may arise at this stage may cause the employer and other personnel working in the workplace to have a negative perception of the individual with intellectual disability and may pave the way for the failure of the individual's business life. For this reason, there are several studies that need to be done when starting the individual with intellectual disability, in other words, while

the individual is transitioning to the new work environment. These studies for transition planning should be carried out both for the individual with intellectual disability who will be placed in the job and for the personnel in the workplace.



**Figure 1.5.** *Planning the Transition of an Individual with Intellectual Disability to Work*

**1. Informing and awareness work for the employees in the workplace before starting to work:** In order to inform both the employer and the personnel who will interact with the individual, "informing and awareness work" should be carried out through individual interviews and information meetings. In these interviews and meetings, cognitive, behavioral, language-speech, communication, and health characteristics of individuals with intellectual disability should be explained. In addition, information should be given about what to pay attention to when communicating with an individual with intellectual disability and what to do in case of a problem. These studies will play a key role in preventing the problems that an individual with intellectual disability may experience after starting work.

**2. Job description and work environment orientation for individuals with intellectual disability before starting to work:** Before starting work, the individual with intellectual disability should have a "job description" of the job he will do, workplace rules should be explained, it should be shown which parts of the job he will do in which areas, and the individual should be given other information to use in the workplace. environments (eg, toilet, cafeteria, break area, rest room, etc.) should be introduced. In addition, the individual with intellectual disability should be

introduced to other personnel with whom he/she will have one-to-one communication due to the environment in which he/she will be, and the duties and responsibilities of the personnel in the workplace should be explained to both parties.

**3. The individual with intellectual disabilities making observation regarding the workplace for a period:** The individual with intellectual disability should be given the opportunity to make observations at the workplace for one or two days before returning to work. In this process, the individual should observe the work/works, workplace rules and workplace culture. If possible, other personnel working in the workplace should guide the individual by answering the possible questions of the individual with intellectual disability during the observation. This observation process will facilitate the transition of the individual with intellectual disability to the new workplace.

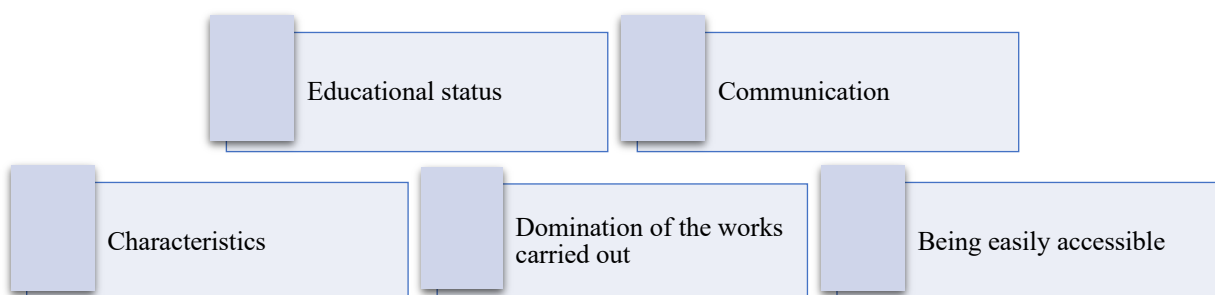
**4. Recruitment of an individual with intellectual disability in the follow-up of a job buddy:** When the individual with intellectual disability is ready to start work, it is possible to start a job in following a job buddy who works in the same environment as the individual. More detailed information about the job buddy who will support and guide the individual with intellectual disability while working at work is given in the next section.

The correct implementation of the above-mentioned studies will make a great contribution to the successful execution of the work placement process of individuals with intellectual disabilities, in other words, their transition to the new work environment. The more successful the job placement process is for both the employer and the individuals with intellectual disabilities, the more likely these individuals will be to ensure continuity in their job.

#### **e. Determining and Training a Job Buddy at the Workplace**

In the case of competitive employment, the adaptation process of an individual with intellectual disability may take longer than in other employment models. Having a supportive staff who will step in, when necessary, plays a key role in the employment and continuity of individuals with intellectual disability in competitive environments

(Unger, 1999). However, when it comes to the competitive employment model, it is obvious that it is not possible to have a supportive staff such as a job coach in every workplace. Especially in competitive work environments, it is only possible to prevent possible problems related to the employee with intellectual disability and to intervene quickly and immediately with another employee who is close to the employee with intellectual disability. Especially in a workplace with few or no employees with special needs, it is a rational solution to identify a “buddy” who will provide support to an individual with intellectual disability when they need it. The following points should be considered when determining a job buddy who will provide support to the individual with intellectual disability:



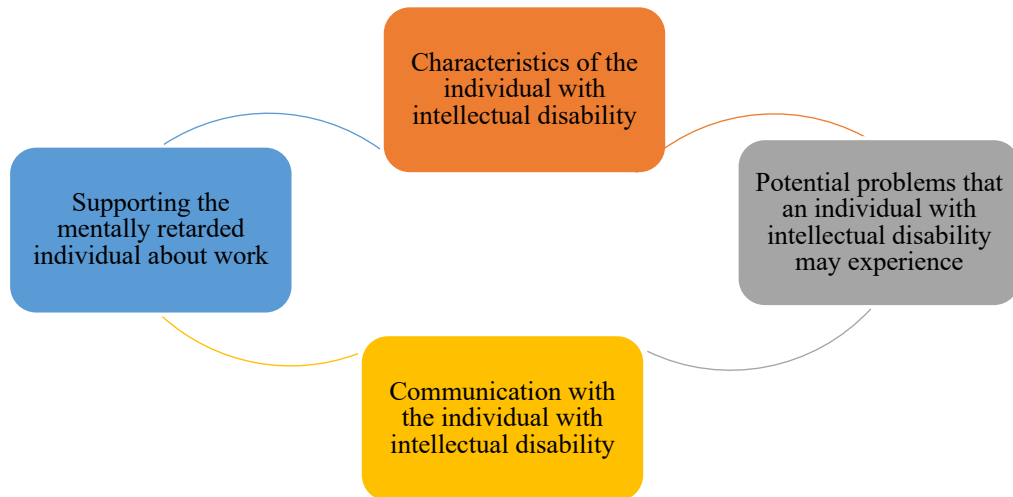
**Figure 1.6.** *The Process of Identifying Buddy for an Individual with Intellectual Disability*

- **Educational status of the job buddy who will provide support:** The higher the education level of the job buddy who will provide support to the individual with intellectual disability, the more qualified the support he will provide to the individual. A job buddy should be chosen considering that people who are better equipped and educated in both guiding new learning and developing solutions to problems can contribute more to individuals with intellectual disabilities. If there is an employee with a bachelor's or associate's degree in the workplace, this person can be determined as a job buddy for the individual with intellectual disability.
- **Communication of the job buddy who will provide support with other people:** The job buddy who will provide support for the individual with intellectual disability should have good communication and interaction with

other employees working at the workplace, in other words, he should be a person who is respected, loved and whose word is trusted. Thus, this person can act as a bridge between the mentally retarded individual and other employees in case of conflict with his colleagues.

- **Characteristics of the job buddy who will provide support:** The fact that the job buddy who will provide support to the individual with intellectual disability is honest, lovely, helpful, and tolerant will also increase the quality of the support to be provided to the individual. The job buddy to be determined will also be a role model for the individual.
- **The job buddy who will provide support should have a command of the work of the person with intellectual disability:** The job buddy who will provide support to the person with intellectual disability should have a good command of the work done at the workplace, especially the work of the person with intellectual disability. This will make a great contribution to the acquisition and maintenance of the work skills that the individual with intellectual disability needs to perform.
- **The job buddy who will receive support for the person with intellectual disability should be easily accessible:** The job buddy who will support the person with intellectual disability should be as close to the work environment as possible. The job buddy can be an employee who does a similar job in the same environment with the individual, or he can be chosen from employees who have duties and responsibilities, such as chiefs and masters, who are superior to other employees.

After determining the job buddy who will provide support to the person with intellectual disability, this job buddy should be given a short training. This training to be given to a job buddy will increase the quality of the support to be provided to the individual with intellectual disability. The following topics should be included in the content of the training to be given to the job buddy:



**Figure 1.7.** *Content of Buddy Training*

- ✓ **Characteristics of the individual with intellectual disability:** Among the information that a job buddy who will provide support to the individual with intellectual disability should acquire as a priority, there are cognitive, behavioral, language-speech, communication, and health characteristics of individuals with intellectual disability. The better the job buddy knows about the individual, the more effective the support will be when needed.
- ✓ **Communication with the individual with intellectual disability:** How to communicate with the individual is very important for a job buddy who will provide support to the individual with intellectual disability. Therefore, the job buddy should be informed about what to pay attention to when communicating the individual with intellectual disability, how to address him, and at what level to talk about which subjects.
- ✓ **Potential problems that an individual with intellectual disability may experience:** Giving information to a job buddy who will provide support to the individual with intellectual disability about the problems that the individual may experience in the work environment may facilitate him to take precautions against possible problems that the individual may experience. Despite all the precautions, if the individual still has any problems, his job buddy will be able to produce possible solutions in a short time.
- ✓ **Supporting the mentally retarded individual about work:** The job buddy who will provide support to the individual with intellectual disability should also

be trained on how the individual can acquire work-related skills. If the job buddy has information on how to support the individual while acquiring a new skill, he will be able to contribute to the individual's acquisition of new knowledge and skills in a short time.

#### **f. Monitoring the Individual After Job Placement**

One of the most important factors that will increase the continuity and permanence of the individual with intellectual disability is the adaptation to the job in a short time after being placed in a job. It provides information to both the employer and the job placement institution in order to collect information about the individual at regular intervals after starting the individual, to prevent possible problems that the individual may experience, and to ensure the permanence of employment. This will also give an idea about whether the person with intellectual disability has been placed in a suitable job. The monitoring process for the individual with intellectual disability can be carried out in two ways as short-term and long-term.

**Short-Term Monitoring Process:** Collecting and evaluating monitoring data, for example, at 2., 4., and 8. weeks after the individual with intellectual disability is employed, will help decide whether any adjustments or interventions are needed. Monitoring data on the individual with intellectual disability can be collected through a colleague who supports him, as well as through administrative personnel such as human resources specialists and managers working in the workplace, face-to-face or over the phone. Monitoring data can be collected through a form that includes the following topics:

- The level of success in the job of the individual with intellectual disability (how much he fulfills the job description)
- The level of compliance with the rules in the workplace (rules that he/she complies with and has difficulty in complying with)
- Issues that the individual asks for help and complains about
- Issues that the individual has problems with

**Long-Term Monitoring Process:** After the short-term follow-up during the job adaptation process, a long-term follow-up will be provided in terms of business



continuity and career goals, for example, in the 3rd, 6th and 12th months, to provide information about the job-related continuation of the individual with intellectual disability and whether the job placement has been successful. It is important to do a follow-up. Long-term monitoring data on the individual with intellectual disability can be collected face-to-face or by telephone through administrative personnel such as human resources specialist or manager working in the workplace. In the long-term monitoring process, data can be collected on subjects such as whether the individual is happy with his job, whether he has problems with the job, new situations related to the job and the individual, employer satisfaction, and communication between the individual and other employees.

#### **g. Career Planning**

##### **Basic Concepts of Career: Career, Job, Occupation, Career Development**

The term “career”, which is one of the concepts frequently used in working life in recent years, is a word of Latin and French origin. It has been used in its present form in western societies since the beginning of the 19th century. Career is defined in the Turkish Language Association (TDK) Dictionary as “stage, success and expertise acquired with time and work in a profession” (TDK, 2020) and in the Oxford Learners Dictionary as “a person’s achievement in a certain area where his responsibilities usually increase as time goes on. sequence of works” (Oxford Learners Dictionary, 2020). Today, career can be expressed as tasks, roles and activities related to work and professions that an individual has experienced throughout his/her life (Arnold, 2009, Ünsal, 2014) and attitudes and behaviors towards them (Erdoğan, 2021). While an individual's job or occupation may be the same as another's, his career is completely unique and expresses his or her personal background. In recent years, it has been seen that the concept of “career development” has been used more commonly instead of “career” (Ünsal, 2014).

Career development is expressed as a dynamic concept that expresses progress, pauses and regressions in the line of professional development, starting from childhood and extending to retirement and beyond. Holland (1973) argues that occupational types begin to form from an early age. Volunteer work as a child, short work experiences during vacation periods, favorite games, etc. can be effective in the

career development of the individual. Since it is very difficult to determine exactly what experiences or experiences a career begins with, it would be more accurate to see it as a development process that spans the whole of life (Ünsal, 2014).

While career development is predictable for some individuals, it includes more changes for others (Ünsal, 2014). For example, let's consider a person who graduated from the electrical department of a vocational high school, then graduated from a two-year vocational school, and then worked as a foreman in a company that does electrical work. When this person retires, he can continue to work and earn money by doing electrical repairs independently, without being tied to any place. However, the career development process of each individual in the society may not progress in a linear line as in this example. For example, another individual graduated from the graphic design department and immediately started working in an advertising company. This individual also plays the guitar as a hobby. After a while, this individual realizes that he does not enjoy working in the advertising industry, that he enjoys playing an instrument, which he does as a hobby, and that he wants to progress in this direction. The individual may aim to continue his life by working in the entertainment industry. As stated in the examples, each individual's career path is completely unique. While progressing on the career path, individuals can do different professions and jobs.

Although the terms "profession" and "work" are sometimes used interchangeably in daily life, there are some differences between them. In the TDK dictionary, the concept of vocation is defined as "work that is gained through a certain education, based on systematic knowledge and skills, to produce useful goods, to serve people and to earn money in return", while the concept of job is "to achieve a result" It has been defined as "activity, work done by exerting effort to do something, to put forward something". As it is understood from the definitions, profession refers to gaining education and expertise in a field, while work refers to the activities carried out in a workplace. For example, being a food engineer shows his profession, and working as a purchasing employee in a workplace shows his job (Erdoğan, 2021).

Although a long educational process (eg, vocational high school, university degree) is usually required to become a profession, this is not a definite requirement for some professions. For example, professions such as bakery, coppersmith, cookery in our country are professions that can be earned without attending an educational

institution with the master-apprentice relationship lasting for many years. In some professions, individuals start learning after they have a job. For example, a person who graduated from the department of economics may start working in a newspaper and may accept his profession as journalism after 10 years (Ünsal, 2014).

Two people have the same profession and can do different jobs (Ünsal, 2014). For example, let's consider two cooks. While one of these two cooks is making kebab in restaurant A, the other chef working in restaurant B may only be working as a dessert and pastry chef. Therefore, although the professions of both cooks are the same, their jobs are different from each other.

An individual may have many different jobs throughout his life, but the occupation is usually limited to one or two. The fact that an individual has a profession does not mean that he cannot learn and do another profession. Sometimes, people may pursue a profession up to a certain point in their lives, and then get a different education and start doing it (Ünsal, 2014). For example, a person working in the human resources department of a corporate company may quit his job and settle in the village and start olive farming. Sometimes people can fulfill two professions at the same time. For example, a banker working as a musician can be given as an example to this situation.

Career development and career planning is one of the life processes and cycles that are important and should not be neglected not only for typically developing individuals, but also for individuals with special needs. Among individuals with special needs, individuals with intellectual disabilities are among the most disadvantaged groups. Explanations on this subject are given in the following title.

### **Career Development and Career Planning for Individuals with Intellectual Disabilities**

Career development can be considered as a lifelong process that aims to determine the most suitable work environment for the characteristics of the individual and to establish a mutual interaction between the individual and the work environment (Artar & Ergenekon, 2020; Davis & Lofquist, 1984; Holland, 1996). In this context, it is necessary to determine the competencies that will contribute to the adaptation of the individual to the working life for career development. Competencies

required for an individual to work in a job; having working habits, having working competence, and reaching business goals. Gaining these competencies to individuals with intellectual disabilities requires a long-term planning. At this point, studies to help individuals with intellectual disabilities acquire the habit of working should start from the pre-school period (Artar & Ergenekon, 2020; Hanley-Maxwell & Collent-Klingenberg, 2012), and should continue throughout the school term and beyond. For example, qualifications such as coming to school on time, completing homework on time and completely are prerequisites for gaining study habits. During the school period, determining the professions that the individual with intellectual disability is interested in and carrying out studies to gain the necessary professional skills for these professions should cover the entire education process. In these studies, the target should be to increase the working competencies of the individual. In the post-school period, the job skills expected of the individual with intellectual disability should be determined in the job in which he or she is employed, and the individual should be provided with on-the-job or institution-based training services to achieve their job goals (Artar & Ergenekon, 2020; Leake & Black, 2005). Career development process: It consists of career awareness, career exploration, career preparation and career assimilation (Artar & Ergenekon, 2020; Wehmeyer & Webb, 2012).

**Career awareness:** Career awareness is an important component in the process of self-discovery, on which the career development process is built. Self-discovery can be expressed as a process in which the individual specifies his/her preferences regarding working life and makes decisions about how to organize his/her social life and relationships. Ensuring the individual's self-discovery and providing related experiences can increase the motivation of the individual for vocational education by enabling him to reconcile learning activities at school with his future career goals. Increasing career awareness requires individuals to be aware of the competencies they should have, to research the competencies required for participation in working life (e.g., diploma, certificate, etc.), to take initiatives (e.g., after-school education programs, non-formal education programs, etc.) to gain these competencies. (Thurlow, Cormier, & Vang, 2009) will enable him to make sense of his educational life (Wehmeyer & Webb, 2012). For this purpose, studies should be carried out to enable individuals to discover their interests and abilities, interact with different jobs and

professions, and gain experience in different areas of social life starting from primary school years (Sitlington, Neubert, & Clark, 2010; Weidenthal & Kochar-Bryant, 2007). Within the scope of these studies, professions can be introduced to individuals during the school period, and individuals can interact with employees by visiting their workplaces or by inviting employers to school (Artar & Ergenekon, 2020).

**Career discovery:** After providing career awareness in individuals with intellectual disabilities, the stage of determining their interests, preferences, activities they enjoy doing, and role models for their careers should be included (Artar & Ergenekon, 2020; Savickas, 2011). For this purpose, the aforementioned information should be collected by observing the individual in his natural environment and interviewing the individual and his family. While collecting this information, it is extremely important to evaluate both the individual and the environment and environmental variables holistically.

While the individual with intellectual disability is evaluated holistically within the scope of environmental evaluation, the competencies of the individual, the educational activities that the individual is currently continuing or expected to participate in the future, working life, life alternatives and the competencies expected from the individual in social life should be considered together (Artar & Ergenekon, 2020; Miller, Lombard, & Corbey, 2007). At this point, the potential skills that the individual will need, the skills that the individual will use in real life, the skills that the individual and the people around him (e.g., parents, possible colleagues, employers, etc.) care about, and environmental supports should be determined. The potential skills that an individual will need and the competencies that he/she should have been the skills that he/she should exhibit in the workplace or in the environments he/she will interact with in his adult life. These skills can be determined by making observations in these environments and by interviewing people such as employers and colleagues (Artar & Ergenekon, 2020; Hanley-Maxwell & Collet-Klingenberg, 2012). These skills, which are important for career development, are expressed in the literature as independent living skills (daily life skills, self-determination and interpersonal skills, employment, and work skills). After the potential skills are evaluated, the individual evaluation process should be included in order to determine the level of the individual in the areas they need. While making an individual

assessment, the skills that the individual should exhibit and the competencies that he should have in his adult life should be taken into account. In this process, checklists, surveys, scales, etc. assessment tools can be used. Thus, it can be revealed to what extent the individual adapts to the expected competencies. In addition, in this process, studies should be carried out to reveal individual characteristics and personality traits required by professions within the scope of career discovery studies (Artar & Ergenekon, 2020; Meaker, 2016). In addition, it is necessary to evaluate the environment in terms of accessibility, to determine the natural supports provided to the individual in social life, to evaluate the legal regulations and documents regulating the practices in critical areas in adult life (e.g., employment, job security, social security system, etc.) (Artar & Ergenekon, 2020; Hanley- Maxwell & Collet-Klingenberg, 2012). The data obtained as a result of the studies should be evaluated in the decision-making processes in which the individual, their parents and service providers participate. Evaluation studies will make an important contribution to drawing the framework of career preparation studies.

After obtaining all the information about the individual, it is necessary to establish a link between the working life and career of the individual. Establishing this link can make it easier to understand and predict the individual's preferences for components related to working life. For example, when planning employment for a young person who likes to communicate with people and has a high level of sociability, considering these characteristics, jobs that are community-based and can communicate with people (e.g., service staff, department staff, hostess, etc.) can be preferred primarily (Artar & Ergenekon, 2020).

**Career preparation:** Career preparation is a period in which vocational skills and work skills are taught at school or on the job to an individual with intellectual disability, and the individual gains various work experiences (Artar & Ergenekon, 2020; Morningstar & Clavenna-Deane, 2018). In the career preparation process; (a) the basic skills expected from the individual in working life are determined and taught, (b) the individual is given positive attitudes and habits towards work and working life, (c) the individual is provided with experiences in order to gain awareness of different professions and increase their competencies, (d) After graduating from school, the individual is provided with all kinds of education and training activities

that will provide employment in a sector that has value in the society (Artar & Ergenekon, 2020; Association for Career and Technical Education, 2006).

Different courses, seminars, trainings, etc., to support the career development of individuals. It is extremely important that they support their professional competencies by taking. In this way, individuals can increase their opportunities to interact with the most suitable job opportunities for them. However, when individuals with intellectual disabilities graduate from school, they are generally excluded from the support provided by the school (Artar & Ergenekon, 2020; Benz, Lindstrom, & Yovanoff, 2000). For this reason, it is extremely important to carry out career preparation studies for individuals with intellectual disabilities during the school period. These studies make their expectations for working life realistic and enable them to make healthier decisions for adult life. At this point, teachers and school administrations should evaluate the workshops in their schools in terms of quality and services provided. Afterwards, the vocational workshops offered at the school, in other words, the fields of occupation (e.g., kitchen, textile, office management, etc.) should be listed. Then, job opportunities in the surrounding area should be compared with the vocational fields offered at school. In this process, possible working environments where individuals with intellectual disabilities can work should be revealed by making observations and interviews (Artar & Ergenekon, 2020; Morgan & Riesen, 2016).

Once possible work environments have been identified, an assessment of work environments should be made. Because the structure of each workplace and their expectations from their employees differ from each other. For this reason, first, the duties expected from the employees in the relevant workplace should be determined. On the other hand, the working conditions in the workplace should be determined. Working conditions; It refers to situations involving working hours, shift regime and workplace culture in the workplace. At this point, the suitability of the employees to the working conditions is also important. Because the suitability of the employees to the working conditions significantly affects their job satisfaction and performance. For example, workplace culture can be expressed as a natural variable that affects the social participation of working life (Artar & Ergenekon, 2020; Hagner, Gague, & Philips, 2015). At the same time, the physical characteristics and location of the

workplace are also an important component in determining possible working environments. Points such as the accessibility of the workplace and the proximity of the individual to the home must be taken into account. In addition, while evaluating the working environment, the money earned by the individual and the career opportunities offered to him (e.g., promotion, dismissal, etc.) should also be evaluated. After determining the characteristics of possible working environments, information should be obtained about the skills and attitudes that the relevant workplace expects from its employees. In this process, workplaces related to the individual with intellectual disability should be visited and the individual should be tried to make the right decision. As a result of these studies, it should be decided in which field the career preparation studies will be carried out (Artar & Ergenekon, 2020; Wehmeyer & Webb, 2012).

It is important to observe the level of functioning of the individual with intellectual disability in the professional experience activities carried out during the career preparation process. In this process, supportive services should be provided to the individual in line with their needs. If career preparation studies can be carried out in a qualified manner, the individual with intellectual disability can be aware of the experiences he will have after graduating from school and it can be easier to make sense of the activities. Career preparation studies complement the career awareness and career exploration studies carried out with individuals with intellectual disabilities and put them on a meaningful basis (Artar & Ergenekon, 2020; Morninstar & Clavenna-Deane, 2018). An individual's professional experience can increase his/her social environment and increase his/her chance of being employed upon graduation (Artar & Ergenekon, 2020; Carter, Austin, & Trainor, 2012). Career development studies carried out with individuals with intellectual disabilities during the secondary education process facilitate the transition of the individual to adulthood and form the basis for the studies to be carried out. The services needed by the individual in transition to adulthood should be determined and transferred to the institution/personnel that will work with the individual. In addition, generalization studies on the skills learned by the individual may increase the level of functioning of the individual after graduating from school (Artar & Ergenekon, 2020; Nittrouer, Pickens, & Shogren, 2015).



**Career assimilation:** The assimilation of career, which corresponds to the period after graduating from school, is the last stage in the career development process. In the assimilation stage of the career, the aim is to ensure that the individual is employed in a job that suits his/her characteristics and that he/she is employed in a sustainable manner. In this period, in addition to sustainable employment, plans should be made regarding how the individual with intellectual disability will spend their free time and life alternatives. In this period, the close environment of the individual, employers, colleagues, etc. people are natural support resources that can offer the support they need to the individual. In this context, these individuals should be informed about how to offer these supports to individuals with intellectual disabilities and they should be empowered (Artar & Ergenekon, 2020).

Different employment models can be used in the employment process of individuals with intellectual disabilities. In these models, which are included in the literature as protected employment, competitive employment and supported employment, the working conditions, and the support that the individual needs are different from each other (Artar & Ergenekon, 2020; Sitlington, Neubert, & Clark, 2010). On the other hand, the behavior and learning characteristics of individuals with intellectual disability, their level of functioning and the degree of being affected by disability are also different from each other. For this reason, it is extremely important to establish realistic expectations for individuals with intellectual disabilities in adulthood. In this context, if the individual's level of functioning is low, the sheltered workplace is a more suitable option for this individual, while a supported or competitive employment model may be a more functional option for individuals with a high level of functioning (Artar & Ergenekon, 2020; Novak & Rogan, 2010).

As a result, it is vital that individuals with intellectual disabilities receive qualified education and support services from an early age for them to make a successful transition to adulthood and independent life. Career development is one of the important components and integral parts of this process. At this point, the family of the individual should be informed about adulthood, independent life, career development, and they should be given competence on how to support their children in this process. It is extremely important to equip the personnel (e.g., special education teachers, general education teachers, guidance counselor, etc.) who provide services

to individuals with intellectual disabilities with the competencies to make career assessments and to support the career of the individual based on the results of the assessment.

## REFERENCES

- Acar, C. (2018). Zihinsel yetersizliği olan bireylerin özellikleri. In A. Cavkaytar (Ed.), *Bağımsızım çünkü çalışıyorum: Destekli istihdam iş koçluğu eğitim kitabı* (p. 11). İstanbul: Down Sendromu Derneği İktisadi İşletmesi Yayınları.
- Arıkan, S. (2018). "Destekli İstihdam Kavramı". Engelli Bireylerin Destekli İstihdamı. (Ed. Arıkan, S. & Ayyıldız, E.). İstanbul: Akademik Kitaplar.
- Arıkan, S. (2018). *Engelli bireylerin destekli istihdamı*. İstanbul Medeniyet Yayınları.
- Armstrong, A. J. (2011). Sheltered employment. In Kreutzer, J. S., DeLuca, J., & Caplan, B. (Eds.), *Encyclopedia of clinical neuropsychology* (pp. 168-203). Springer. [https://doi.org/10.1007/978-0-387-79948-3\\_427](https://doi.org/10.1007/978-0-387-79948-3_427).
- Arnold, J. (2009). Kariyer ve kariyer yönetimi. N. Anderson, D. S. Ones, H. K. Sinangil, & C. Viswesvaran (Eds.), *Endüstri, iş ve örgüt psikolojisi el kitabı* içinde (s. 133-153). İstanbul: Literatür Yayınları.
- Artar, T. M., & Ergenekon, Y. (2020). Yetişkinliğe geçişte ilk adım: Gelişimsel yetersizliği olan bireyler ve kariyer eğitimi. *Kastamonu Education Journal*, 28(5), 1902-1914. doi: 10.24106/kefdergi.3892
- Association for Career and Technical Education (2006). *Reinventing the American high school for the 21st Century*. Alexandria, VA: Author.
- Baran, N., & Cavkaytar, A. (2007). İşverenlerin zihin engelli bireylerin istihdamlarına ilişkin görüş ve önerileri. *İlköğretim Online*, 6(2), 213-225.
- Benz, M. R., Lindstrom, L., & Yovanoff, P. (2000). Improving graduation and employment outcomes of students with disabilities: Predictive factors and student perspectives. *Exceptional Children*, 66(4), 509-529. doi: 10.1177/001440290006600405
- Beyer, S., & Kilsby, M. (1997). Supported employment in Britain. *Tizard Learning Disability Review*, 2(2), 6-14.
- Buzzeli, A.; Berarducci, M. & Leonori, C. (2016). Özel Gereksinimli Bireyler İş Yaşamında Bütünleştirme İçin Yöntem ve Araçlar. (Çev. Gökçe Hazal Karakaş). İstanbul: Down Sendromu Derneği İktisadi İşletmesi Yayınları.

- Carter, E. W., Austin, D., & Trainor, A. A. (2012). Factors associated with the early work experiences of adolescents with severe disabilities. *Intellectual and Developmental Disabilities, 49*(4), 233-247. doi: 10.1177/1044207311414680
- Cavkaytar, A., Ergenekon, Y., Çolak, A., Kaya, Ö. ve Acar, Ç. (2018). *Bağımsızım çünkü çalışıyorum: Destekli istihdam iş koçluğu eğitim kitabı*. İstanbul: Down Sendromu Derneği İktisadi İşletmesi Yayınları.
- Davis, R. V., & Lofquist, L. H. (1984). *A psychological theory of work adjustment*. Minneapolis, MN: University of Minnesota Press.
- Ellenkamp, Joke J. H.; Brouwers, Evelien P. M.; Embregts, Petri J. C. M.; Joosen, Margot C. W. & Weeghel, Jaap van. (2016). "Work Environment-Related Factors in Obtaining and Maintaining Work in a Competitive Employment Setting for Employees with Intellectual Disabilities: A Systematic Review." *Journal of Occupational Rehabilitation, (26)*, 56-69.
- Erdoğan, N. (2021). Kariyerin temel kavramsal çerçevesi. N. Erdoğan (Ed.), *Teori ve uygulamada kariyer içinde* (s. 9-39). Ankara: Nobel Akademik Yayıncılık.
- Ergenekon, Y., Çolak, A., Kaya, Ö. ve Acar, Ç. (2018). İş yaşamında gerekli olan beceriler ve kazandırılması. In A. Cavkaytar (Ed.), *Bağımsızım çünkü çalışıyorum: Destekli istihdam iş koçluğu eğitim kitabı* (p. 19.). İstanbul: Down Sendromu Derneği İktisadi İşletmesi Yayınları.
- Ergenekon, Y., Çolak, A., Kaya, Ö., & Acar, Ç. (2018). İşe yerleştirme öncesinde iş koçunun rol ve sorumlulukları. A. Cavkaytar (Ed.), *Bağımsızım çünkü çalışıyorum: Destekli istihdam iş koçluğu eğitim kitabı içinde* (s. 101-145). İstanbul: Down Sendromu Derneği İktisadi İşletmesi Yayınları. ISBN No: 978-605-82467-3-7.
- EUSE (2010). *European Union of supported employment toolkit*. <http://www.euse.org/content/supported-employment-toolkit/EUSE-Toolkit-2010.pdf>
- Florida Department of Education Bureau of Exceptional Education and Student Services. (2011). *Transition planning for students with disabilities: A guide for families*. (Erişim tarihi: 27.04.2022 <https://www.fldoe.org/core/fileparse.php/7764/urlt/0084240transition.pdf>)
- Hagner, D., Dague, B., & Phillips, K. (2015). Including employees with disabilities in workplace cultures strategies and barriers. *Rehabilitation Counseling Bulletin, 58*(4), 195-202. doi: 10.1177/0034355214544750

- Hanley-Maxwell, C., & Collet-Klingenberg, L. (2012). Preparing students for employment. In P. Wehman, & J. Kregel (Eds.), *Functional curriculum for elementary and secondary students with special needs* (pp. 529-561). Austin, TX: Pro-ED.
- Holland, J. L. (1973). *Making vocational choices: A theory of careers*. NJ: Prentice-Hall.
- Holland, J. L. (1996). Exploring careers with a typology: What we have learned and some new directions. *American Psychologist*, 51(4), 397-406. doi: 10.1037/0003-066X.51.4.397
- İnal, S., Subaşı, F., Tsaklis, P. V., & Molik, B. (2020). Supported Employment Model for People with Intellectual Disabilities: Place, Train, Maintain. Ankara: Hipokrat Yayıncılık.
- Karasaslan, Lütifiye. (2019). "Engelli İstihdamında Destekli İstihdam Ne Vaad Ediyor? İşe Katıl Hayata Atıl Projesi Örneği", *Karatahta*, (14), 77-108.
- Köleoğlu, Y. ve Seyyar A. (2021). "Engelli Dostu İnsan Kaynakları Yönetimi Açısından Özel İş Analizi", *Emek ve Toplum Dergisi*, C. 10, S. 28, Yıl. 10(3), 457-479.
- Leake, D., & Black, R. S. (2005). *Cultural and linguistic diversity: Implications for transition personnel (Essential Tools Monograph Series)*. Minneapolis, MN: National Center for Secondary Education and Transition.
- Meaker, T. (2016). Transition to employment. In R. L. Morgan, & T. Riesen (Eds.), *Promoting succesful transition to adulthood* (pp. 152-177). New York: The Guilford Press.
- Miller, R. J., Lombard, R. C., & Corbey, S. A. (2007). *Transition assessment: Planning transition and IEP development for youth with mild disabilities*. Boston: Pearson Education, Allyn and Bacon.
- Miller, R. J., Lombard, R. C., & Corbey, S. A. (2007). *Transition assessment: Planning transition and IEP development for youth with mild disabilities*. Pearson Education, Allyn and Bacon.
- Ministry of Labour and Social Security (MoLSS). (2013). Increasing Employability of People with Disabilities, EU Coordination Department, Human Resources Development Operational Programme - CCI No. 2007TR05IPO001.
- Morgan, R. L., & Riesen, T. (2016). *Promoting succesful transition to adulthood for student with disabilities*. London: Guilford Press.

- Morningstar, M., & Clavenna-Deane, B. (2018). *Your complete guide to transition planning and services*. Baltimore: Paul H. Brookes Publishing Company.
- Nittrouer, C. L., Pickens, J. L., & Shogren, K. A. (2015). Employment supports that promote job attainment, maintenance, and advancement for people with intellectual and developmental disabilities. In AAIDD. *Way leads onto way: Paths to employment for people with intellectual disability* (pp. 165-182). Washington, DC: American Association on Intellectual and Developmental Disabilities.
- Novak, D., & Rogan, P. (2010). Social integration in employment settings: Application of intergroup contact theory. *Journal of Intellectual and Developmental Disabilities*, 48, 31-51. doi: 10.1352/1934-9556-48.1.31
- Oxford Learners Dictionary (2020).
- Parent, W., & Wehman, P. (2011). Writing the transition individualized education program. In P. Wehman (Ed.), *Essentials of transition planning* (pp. 95-110). Paul H. Brookes Publishing Co.
- Savickas, M. L. (2011). Constructing careers: Actor, agent, and author. *Journal of Employment Counseling*, 48(4), 179-181. doi: 10.1002/j.2161-1920.2011.tb01109.x
- Savickas, M. L. (2011). Constructing careers: Actor, agent, and author. *Journal of Employment Counseling*, 48(4), 179-181.
- Seyyar, A. & Aydemir, E. (2014). "İnsan Kaynakları Yönetiminin Engelli Dostu Yaklaşımı Nasıl Olmalı?" *Dezavantajlı Gruplar Eğitim ve İstihdam Sempozyumu*, 6-7 Kasım, Kocaeli.
- Sitlington, P. L., Neubert, D. A., & Clark, G. M. (2010). *Transition education and services for students with disabilities*. New Jersey: Merrill Pearson.
- Susan Hemmings & Jenny Morris (2004). *Employing People with Learning Disabilities: A Handbook for Employers*, York: Joseph Rowntree Foundation.
- Test, D., Aspel, N., & Everson, J. (2006). *Transition methods for youth with disabilities*. Pearson.
- Thurlow, M., Cormier, D., & Vang, M. (2009). Alternative routes to earning a standard high school diploma. *Exceptionality*, 12(3), 135-149. doi: 10.1080/09362830903028424
- Türk Dil Kurumu (TDK). (2020). Türkçe Sözlük. Türk Dil Kurumu. <http://sozluk.gov.tr/> adresinden 20 Ocak 2020 tarihinde edinilmiştir.

Türkiye’de Engelliler İçin Farkındalığı ve Kurumsal İstihdam Fırsatlarını Arttırma (2011). Destekli İstihdam Temel Bilgi Dokümanı. Leonardo Da Vinci Transfer of Innovation, TR 1-LEO05-27961.

Unger, D. D. (1999). Workplace supports: A view from employers who have hired supported employees. *Focus on Autism and other Developmental Disabilities*, 14(3), 167-179.

Ünsal, P. (2014). Kariyer danışmanlığı: Temel kavramlar, bilgiler ve süreçler. P. Ünsal (Ed.), *Kariyer gelişim kuramları ve kariyer danışmanlığı içinde* (s. 3-68). Ankara: Nobel Yayıncılık.

Wehmeyer, M. L., & Webb, D. R. (2012). An introduction to adolescent transition education. In M. L. Wehmeyer, & K. W. Webb (Eds.), *Handbook of adolescent transition education for youth with disabilities* (pp. 1-10). New York: Routledge.

Weidenthal, C., & Kochar-Bryant, C. (2007). An investigation of transition practices for middle school youth. *Career Development for Exceptional Individuals*, 30, 147-157. doi: 10.1177/08857288070300030401

Yost, E. B., & Corbishley, M. A. (1987). *Career counseling: A psychological approach*. Jossey-Bass.

<http://thecpsd.org/wp-content/uploads/2018/09/CIE-Myths-and-Truths-CPSD-9.24.18-final.pdf>

<http://www.omuzomuza.com.tr/Engelli-Bireyin-%C4%B0se-Alim-Sureci>.

<https://engelliler.gen.tr/f43/engellilerin-calisma-yasamina-katilimi-isverenler-calisan-engellilerin-sorunlari-5141/>.

[https://www.engelsizkariyer.com/\(S\(musbea553uhfpt55adde3zy2\)\)/YaziYazdir.aspx?id=42](https://www.engelsizkariyer.com/(S(musbea553uhfpt55adde3zy2))/YaziYazdir.aspx?id=42).

## SECTION 2

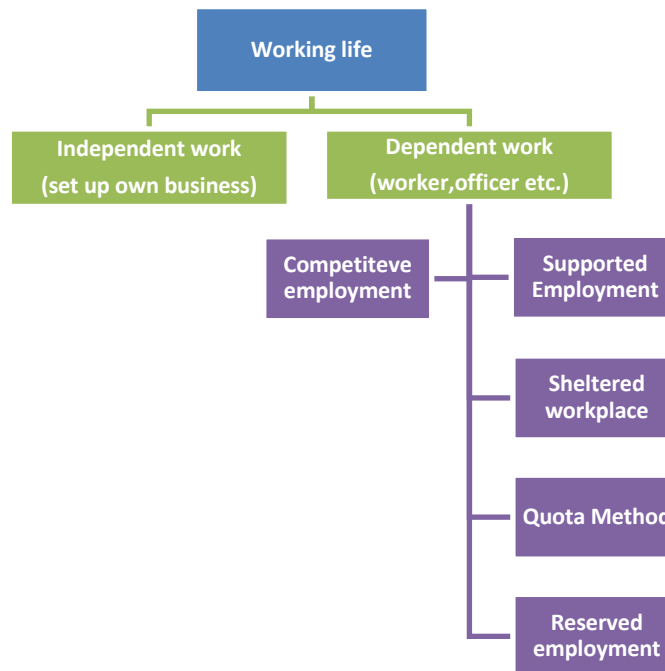
# NECESSARY REGULATIONS IN LAWS AND POLICIES

### CHAPTER 4

## Current Situation in Employment Models in Turkey (Türkiye, Italy, Spain & Austria)

*Deniz KAĞNICIOĞLU, Prof. Dr., Yener ŞİŞMAN, Assoc. Prof., Tom SALAMON, Danilo CALABRESE, & Rachel MARTINEZ*

Individual with disability can take part in working life in two ways. They can either set up an independent business and work in their own business or take part in a dependent business.



**Figure 4.1.** *Working Life for Persons with Disabilities*

In case they start their own business; they can freely determine their working hours and create a working environment and work life that is fully compatible with their interests, abilities, skills and needs. Therefore, starting their own business and working independently is a preferable option for people with disabilities. However, it can be said that it is difficult to work independently, especially for individuals with

intellectual disability. Essentially, starting a new business is a challenging process for everyone.

Dependent work can be realized in two ways for the disabled person. First, the disabled person can find a job in competitive jobs in the open job market without any legal obligation. However, it may not always be possible for people with disabilities to take part in competitive jobs where the performance of employees is considered as the main criterion, especially considering their historical disadvantages. In this case, it may be necessary to benefit from various ways and methods that can become functional with legal and institutional arrangements in order for the disabled to take a paid place in working life.

The most common of these ways and methods today is the quota method. There is a de facto employment quota for persons with disabilities in 103 countries around the world (ILO, 2019). However, it can be said that the quota method has become a controversial method especially after the adoption of the Convention on the Rights of Persons with Disabilities in 2006.

An approach that sees the quota method as a reflection of the medical model (Sargeant et al., 2018; Seino, 2022; Vornholt et al., 2018) emphasizes the importance of combating disability-based discrimination in employment and argues that it would be more appropriate to encourage employers to employ disabled people instead of quotas. (For example, Sargeant et al., 2018; Vornholt et al., 2018).

According to the supporters of this approach, although the quota method has existed in most of the world for many years (ILO, 2019; ILO and OECD, 2018), it has not achieved the desired success in terms of both the number of disabled people employed and the quality of employment created (Vornholt et al., 2018; Thornton et al. Lunt, 1995). Quotas are sometimes left blank, and sometimes employers prefer to pay penalties instead of filling the quota. Even in countries such as Japan, France, and Germany, the quota figures are partially met, but cannot be fully filled (ILO, 2019). In some cases, employers may ask the disabled to stay at home instead of coming to work, or they may give low-status jobs to the disabled people (ILO, 2019; Liao, 2020; Sargeant et al., 2018;), and in this sense, the expected benefit from the quota application cannot be achieved.



The failure of the quota method is generally attributed to the basic assumptions on which this method is based and the prejudices developed by these assumptions. In this context, it is stated that the quota method is based on two basic assumptions. First, the assumption that “employers will not hire people with disabilities without a legal obligation”, and secondly, the assumption that “disabled people are less productive than other workers” (Sargeant et al., 2018). These assumptions, on the other hand, lead to the establishment and development of the prejudice that "disabled individuals are inefficient" and that employers will not employ disabled individuals without "employment obligation". Therefore, the quota application may have a negative secondary effect, such as provoking the negative attitudes of the employer, supervisors or colleagues towards the individual who is forced to disclose his disability in order to benefit from this application (Vornholt et al., 2018). As a result, employers seek ways to get rid of liabilities as much as possible, avoid making necessary arrangements in the workplace, thinking that they have to bear a high cost, and avoid hiring disabled people for reasons such as "it will create emotion" or "slow down the work flow" (Kağrıoğlu et al., 2021).

All these criticisms caused the abandonment of the mandatory quota application in countries such as England, USA, Australia, Canada, Netherlands, Sweden, Finland and Denmark. The importance of combating disability-based discrimination and encouraging employers to employ people with disabilities through legal regulations such as the Americans with Disabilities Act (ADA) adopted in 1990 in the USA in terms of full and equal participation of disabled people in working life has been emphasized (Fuchs, 2008). 2014; ILO and OECD, 2018; Öcal, 2014; Thornton and Lunt, 1995). In the same period, the views that disabled people can be as productive as non-disabled people, provided that they are placed in a job that suits their expectations and qualifications and that necessary arrangements are made in this job, gained support and supported employment practices became widespread.

### **Legal Requirements at EU Level**

In recent years, national governments and the institutions of the European Union have shown an increasing interest in promoting the participation of people with

disabilities in working life. The involvement of the social partners as key actors in the efforts to integrate people with disabilities into the labour market is one of the main objectives of the disability strategy adopted by the Member States and enforced by the EU institutions. Within this framework, the social partners at European level adopted a Joint Declaration on the Employment of People with Disabilities in May 1999. This comparative EIRO study addresses the following issues: the general employment situation of people with disabilities in the EU and Norway; legislative and other measures taken by governments to promote the employment of people with disabilities or to prevent discrimination against them; the inclusion of disability issues in collective bargaining (to what extent and what content); the views of the social partners on the current legislative measures and the Joint Declaration at EU level; the contribution of the social partners to promoting the employment of people with disabilities, including joint initiatives with non-governmental organisations.

The European Union institutions are showing an increasing interest in promoting the participation of people with disabilities in all areas of life. In 1996, the European Commission adopted a new strategy in favour of people with disabilities, which it set out in its Communication Equal Opportunities for People with Disabilities - A New European Community Strategy on Disability (endorsed by the Council in a Resolution in December 1996). The strategy fits into the new policy framework established by the United Nations Framework for the Equalisation of Opportunities for Persons with Disabilities. It highlights the need for a new approach aimed at removing the various barriers that prevent persons with disabilities from fully exercising their civil rights. In this framework, cooperation between governments and non-governmental organisations (NGOs) working on disability issues should be strengthened, as well as cooperation between NGOs and social partners, especially in relation to policies for the professional integration of people with disabilities.

## **Austria**

### *Disability Equality Act*

§ The aim of this Federal Act is to eliminate or prevent discrimination against persons with disabilities and thus to ensure the equal participation of persons with disabilities in life in society and to enable them to lead a self-determined life.

## Scope of application

§ The provisions of this Federal Act shall apply to the administration of the Federation, including the self-administration to be supervised by it and including its activities as a holder of private rights. 1.

(1) The provisions of this Act shall also apply to legal relationships, including their initiation and establishment, as well as to the claiming or assertion of benefits outside of a legal relationship, insofar as access to and the provision of goods and services available to the public are concerned and the direct regulatory competence of the Federation is given.

2 Excluded from the scope of this Federal Act is the protection against discrimination in employment regulated in section 7a of the Act on the Employment of Persons with Disabilities.

## Disability

§ 3. disability within the meaning of this Federal Act is the effect of a not merely temporary physical, mental or psychological functional impairment or impairment of sensory functions which is likely to make participation in life in society more difficult. A period of more than six months is deemed to be not merely temporary.

## Prohibition of discrimination

§ No one may be discriminated against directly or indirectly on the grounds of disability. Discrimination shall also be deemed to have occurred if a person is discriminated against on the basis of their close relationship to a person because of their disability.

## Italy

The state and legal framework for people with disabilities:

First of all, we would like to recall the most important constitutional provisions, namely Articles 2, 3 and 38. According to Article 2, the State "recognises and guarantees the intangible rights of a person both as an individual and in a social group in which human personality is expressed". Article 3(1) of the Italian Constitution enshrines the principle of non-discrimination on the grounds of sex, race, language,

religion, political opinion and personal and social conditions (eguaglianza formale). Article 3(2) contains the principle of equality, which requires the state to remove social and economic barriers that restrict the freedom and equality of citizens and prevent them from their full personal development. Articles 2 and 3 contain general and fundamental principles without explicitly mentioning disabilities. Article 38, on the other hand, states that "any citizen who is incapable of work and who does not have the means of subsistence shall be entitled to social assistance" and that "workers shall be entitled to social assistance" and that "workers are entitled to appropriate assistance for their needs by reason of accident, sickness, disability, old age or involuntary unemployment". Article 38(3) also states that "persons with disabilities have the right to education and vocational training".

One of the most important state laws is Law 833/1978 on State Health Care. This law provides, among other things, that the rehabilitation of disabled persons is the aim of health care (Art. 2), and regulates the medical treatment of persons with mental disabilities (Art. 34 and 35). The most important law, however, is Law 104/1992 (Framework Law for the Care, Social Inclusion and Rights of Persons with Disabilities)<sup>7</sup>, which has been amended in chronological order by the following laws: Law 162/19988, Law 17/19999, Law 53/200010, Decree 151/200111, Law 183/201012. Law 104/1992, which is implemented and supplemented at the regional level, aims to guarantee the dignity and autonomy of persons with disabilities and to combat social exclusion; it establishes a framework for the care, social inclusion and rights of persons with disabilities. It establishes the framework for social and medical care, support services for personal assistance (Art. 9), and aid and allowances for persons with disabilities. The main objective of this law is to remove barriers and improve access to and ensure the use of mainstream services and facilities for persons with disabilities. Article 3, paragraph 1 of this law defines a disabled person as "someone who has a chronic or progressive physical, mental or behavioural disability".

## **Spain**

According to the General Law on Persons with Disabilities and their Social Inclusion, companies that have employed an average of 50 or more workers in the last 12 months are obliged to hire at least 2% of workers with disabilities (with a degree of

disability of or above 33%). This calculation is made on the basis of the company's total workforce, regardless of the number of its establishments or the type of contract it has chosen to employ its workers. Exceptionally, however, companies may be exempted from this obligation in whole or in part. This can be done either through agreements concluded in collective bargaining in the sector concerned or through a voluntary declaration by the enterprise to the labour office. In both cases, alternative measures must be taken, which are defined by specific regulations.

### **Exemption from the obligation to hire**

A company wishing to be exempted from this obligation must apply to the SEPE (Spanish Labour Office), enclosing the following with the application:

- That it has sent the SEPE a job offer describing the type of worker sought, but that the authority has not found any suitable or interested applicants.
- That there are productive, organisational, technical or economic reasons that make it difficult to employ persons with disabilities (such as carrying out dangerous work in the enterprise that cannot be carried out by this group). In this case, a written explanation of the reasons must be provided, and it is very likely that these will then be verified by an inspection.

### **Alternative measures**

Once the application has been made, the SEPE must respond to it within two months. If there is no response within this period, the authorisation is deemed to have been granted in the absence of a response. The declaration of exemption is valid for three years, after which the company must go through the exemption procedure again and take some of the following measures:

- The conclusion of a commercial or private contract with an employment centre or self-employed worker with a disability for the supply of raw materials, machinery, equipment or any other goods necessary for the normal exercise of the activity of the enterprise choosing this measure.
- The conclusion of a commercial or private contract with an employment centre or a self-employed person with disabilities for the provision of services necessary for the normal exercise of the activity of the enterprise.

- Monetary donations and patronage to promote the integration into the world of work and the creation of jobs for persons with disabilities. The relevant benefit entity must be a non-profit foundation or association whose objective is, inter alia, vocational training, integration into the world of work or the creation of jobs for the benefit of persons with disabilities.
- The establishment of a work enclave, with the relevant contract previously signed by an employment centre, in accordance with Decree 290/2004 of 20 February, which regulates work enclaves for the promotion of work for persons with disabilities.

## REFERENCES

Fuchs, M. (2014). Quota systems for disabled persons: parameters, aspects, effectivity. Policy Brief March 2014, Vienna, European Centre. Erişim adresi <https://core.ac.uk/download/pdf/33449712.pdf> (Erişim tarihi: 02.04.2021).

International Labour Organisation [ILO] ve Organisation for Economic Co-operation and Development [OECD] (2018). Labour market inclusion of people with disabilities: Paper presented at the 1st Meeting of the G20 Employment Working Group, Arjantin. Erişim adresi [https://www.ilo.org/wcmsp5/groups/public/---dgreports/---inst/documents/publication/wcms\\_646041.pdf](https://www.ilo.org/wcmsp5/groups/public/---dgreports/---inst/documents/publication/wcms_646041.pdf) (Erişim tarihi: 15.05.2020).

International Labour Organisation [ILO] (2019). Promoting employment opportunities for people with disabilities, quota schemes. Volume 1, Geneva.

Kağnıcıoğlu, D., Şişman, Y., Akgül, T., İlhan, Z. ve Belgin-Boyacı, N. (2021). Türkiye’de engelli istihdamı, kota yöntemi açısından durum analizi: İşveren ve işveren vekilleri ile bir araştırma, Nobel Yayınevi, Ankara.

Liao, J. (2020). The quota system for employment of people with disabilities in China: Policy, practice, barriers, and ways forward, *Disability and Society*, 36(2), 326-331.

Öcal, M. (2014). Ulusal ve uluslararası politikalar çerçevesinde engellilerin istihdamını artırmaya yönelik politikalar, (Uzmanlık Tezi), T.C. Çalışma ve Sosyal Güvenlik Bakanlığı Türkiye İş Kurumu Genel Müdürlüğü, Ankara.

Sargeant, M., Katsaroumpa, E. R. ve Innessi, A. (2018). Disability quotas: past or future policy?, *Economic and Industrial Democracy*, 39(3), 404-421.

Thornton, P. ve Lunt, N. (1995). Employment for disabled people: Social obligation or individual responsibility, University of York, Social Policy Research Unit. Eriřim adresi <https://www.york.ac.uk/inst/spru/pubs/pdf/spreport2.pdf> (Eriřim tarihi: 15.05.2020).

Vornholt, K., Villotti, P., Muschalla, B., Bauer, J.; Colella, A., Zijlstra, F., Van Ruitenbeek, G., Uitdewilligen, S. ve Corbière, M. (2018) Disability and employment - overview and highlights, *European Journal of Work and Organizational Psychology*, (27)1, 40-55, 10.1080/1359432X.2017.1387536

## CHAPTER 5

### Suggestions for the Employment of Disabled People

(Türkiye, Italy, Spain & Austria)

*Deniz KAĞNICIOĞLU, Prof. Dr., Yener ŞİŞMAN, Assoc. Prof., Tom SALAMON, Danilo CALABRESE, & Rachel MARTINEZ*

Entry of disabled people into working life is often possible if they are adequately and properly supported before working life. In this sense, disabled individuals should benefit from special and basic education services as well as medical treatment, rehabilitation/habilitation applications. This situation is also important in terms of sustainable employment of disabled people. Sustainable employment is the inclusion of individuals in working life, their placement in a job appropriate to their interests and competencies, the determination of support needs in working life and the minimization of the risk of dismissal of the disabled individual as a result of meeting these needs and maintaining employment. Sustainable employment, on the other hand, can only be achieved with the harmony of individual competencies and employer expectations. In this sense, it is important to increase the competencies of disabled individuals to a level that can meet employer expectations. Of course, this responsibility lies primarily with the state. In addition, people with disabilities should be supported to enter working life, and the supported employment method should be expanded. However, it is seen that the quota method still maintains its weight throughout the world and the assumption that the problems will be solved by imposing the obligation of employing disabled people on employers continues.

On the other hand, it should be said that the quota method is also very unsuccessful in practice, therefore it should be questioned without prejudice and revised in order to obtain more successful results. The following can be suggested for the quota application through the example of Turkey:

- With the quota method in Turkey, only employers who employ 50 or more workers are obliged to employ disabled people. However, the majority of enterprises in Turkey are small-scale enterprises. The number of enterprises employing 50 or more workers, which can be considered large-scale, is few. Therefore, in our opinion, the obligation to employ disabled people should be brought to all workplaces with 20 or more



workers. At this point, a gradual quota obligation may also be introduced. For instance, the obligation to employ disabled people may be imposed at least 1 for workplaces employing 20 to 49 workers, 2% for workplaces employing 50 to 99 workers, 3% for workplaces employing 100 to 249 workers, and 4% for workplaces employing 250 or more workers. On the other hand, a method such as imposing higher quota rates in sectors with high profitability such as banking, and lower quota rates in sectors with lower relative profitability such as textiles can be preferred. In addition, it will be positive to determine the obligations regarding the quota method over the total number of employees in all enterprises throughout Turkey, instead of those working in the employer's businesses located within the borders of the same province.

- In the system in our country, the employer's obligation to employ "disabled" individuals is mentioned, but the age, gender, disability rate, or type of disability of the individual with disability are not taken into account. As a result, employers prefer those with low disability rates (between 40-50%), those with hearing impairments who can easily work in jobs such as cleaning, or those who are male and younger. Eventually, there may be great difficulties in the employment of people with multiple disabilities, women with disabilities, and people with mental disabilities, within the framework of the quota method. In this sense, counting two or three persons instead of one in the employment of persons with disabilities whose disability rate is above a certain number (for example, persons with disabilities of 80 or more), persons with mental disabilities, or women with disabilities may have positive results in practice.

- It can be suggested that even if they receive a disability pension (865.76 TL as of January 2022) or disability pension in need of care (1.298.63 TL as of January 2022), people with disabilities whose disability rate is above a certain number (for example, people with disabilities of 80 and above) and those in the most disadvantaged position such as people with mentally handicapped or women with disabilities should continue to receive their pensions even if they start working as a dependent. Because, even if they want to work, it is considered an "adventure" to work by getting a job for people with disabilities who have a certain amount and a regular income, even if it is insufficient. The disabled individual who gets a job and is deprived of the income support he or she received is afraid that he or she will be fired after a few months and

that the disability pension or the disability pension in need of care will not be reinstated after the reassessment.

- It may not be appropriate to employ the disabled employment and quota method in businesses that are in the very dangerous class in terms of occupational health and safety, such as underground mining, and working as a seafarer on the open seas. For this reason, it would be appropriate to apply different quotas for different enterprises by taking into account the sector in which the enterprise is located, the qualifications of the work performed, and the working conditions.

- Sectors and businesses where it is difficult to employ disabled people may have the opportunity to make sub-employment contracts with other businesses where disabled people can be employed more easily, instead of imposing them to complete the disabled quota in their businesses. Thus, even if it is not possible to employ disabled people in the business in question, the fulfillment of the quota obligation can be ensured.

- Work of the disabled in the workplace often requires a special arrangement or organization. These measures, which can be described as reasonable arrangements and new architectural arrangements to be made that require a certain cost brings new challenges in terms of employment of the disabled. In this sense, within the framework of the possibilities of the state; it is necessary to provide financial and technical support to the workplaces that will employ the disabled, to provide support in matters such as redesigning and structuring the work and workplace as may be required by employers and purchasing and adapting the necessary equipment. In this context, the support provided by İŞKUR for tools and equipment such as computers that will enable or facilitate the work of disabled employees is positive. In addition, applications for subsidized employment, such as providing cheap energy and reducing taxes such as Environmental Cleaning Tax, can be implemented by the state. In many countries that continue to apply quota, it is observed that the method has been revised and efforts have been made to encourage employers to employ disabled people. (Thornton and Lunt, 1995: 14; Öcal, 2014: 59; ILO ve OECD, 2018: 20). Exemptions or reductions in membership fees of Chambers of Commerce and Industry should be provided to businesses that employ disabled people above the quota. In our research, it is seen that the general demand of employers is concentrated in this direction.

## CHAPTER 6

### **Current Situation of Employment of People with Disabilities (Türkiye, Italy, Spain & Austria)**

*Deniz KAĞNICIOĞLU, Prof. Dr., Yener ŞİŞMAN, Assoc. Prof., Tom SALAMON, Danilo CALABRESE, & Rachel MARTINEZ*

WHO estimates that approximately 16% of the world's population, or 1.3 billion people, experience some form of disability (WHO, 2022). Moreover, although a significant portion of them are in working age, it is seen that the disabled population is often excluded from working life due to existing social barriers, perceived inadequacies and discrimination (Kuznetsova & Yalçın, 2017; Waddington, Priestley & Yalçın, 2017).

According to WHO's 2016 data, 76.1% of non-disabled men and 53% of disabled men were able to find employment. This rate is 49.6% for non-disabled women and 20% for disabled women (WHO, 2016). In this sense, it can be said that disabled people have a much lower chance of entering the working life than non-disabled people, and disabled women have a much lower chance than disabled men.

Another data revealing the distribution of employment of persons with disabilities by gender is the Academic Network of European Disability experts [ANED]. When the institutional data are examined, it is seen that the employment rates of individuals without disabilities are higher than those of individuals with disabilities (Academic Network of European Disability experts [ANED], 2018). This distinction also differs according to genders, and the problem of being out of employment for women with disabilities deepens. In Table 6.1, the employment rates of individuals with and without disabilities have been tried to be conveyed by making a gender breakdown.

Table 6.1 Employment Rates of Persons with Disabilities in Selected Countries

	Non Disabled Individuals	Disabled Individuals	Disabled Men	Non Disabled Men	Disabled Women	Non Disabled Women
<b>Belgium</b>	75,6%	43,8%	47,6%	78,9%	40,5%	72,3%
<b>United Kingdom</b>	85,1%	58,2%	59,6%	89,3%	57,1%	80,8%
<b>Czech Republic</b>	80,6%	51,9%	54,1%	91,2%	50,7%	73,3%
<b>Denmark</b>	81%	60,9%	66,3%	82,2%	56,8%	79,5%
<b>France</b>	75,4%	57,2%	57,3%	78,6%	57,1%	72,2%
<b>Italy</b>	67,1%	51,9%	62,3%	78,4%	42,5%	55,9%
<b>Holland</b>	83,5%	60,6%	65%	87,6%	57,1%	79%
<b>Portugal</b>	77,4%	58,4%	59,2%	80,5%	57,9%	74,1%
<b>Sweden</b>	81%	52,7%	50,4%	83,5%	54,4%	78,1%
<b>EU27</b>	75%	50,8%	54,3%	81,2%	47,8%	68,8%

**Source: Prepared using ANED 2018 data.**

As can be seen in Table 6.1, employment rates of disabled individuals are lower than the general population. This situation is observed even in economically developed countries. Even in a Scandinavian country with a developed social policy, such as Denmark, the gap between employment rates of people with and without disabilities is remarkably large. It is also noteworthy that employment rates differ by age. In Table 6.2, the employment rates of people with disabilities by age groups in the United Kingdom and 27 EU countries are compared with the employment rates of people without disabilities:

Table 6.2 Employment Rates of Persons with Disabilities by Age Groups in the UK and 27 EU Countries

Age Range	16-24	25-34	35-44	45-54	55-64
Employment Rate of Persons with Disabilities	29,70%	59,80%	64,70%	60,80%	38,90%
Employment Rate of Non-Disabled Persons	31,70%	77,80%	86,20%	86,50%	65,40%
<b>Difference</b>	<b>2,00%</b>	<b>18,00%</b>	<b>21,50%</b>	<b>25,70%</b>	<b>26,50%</b>

**Source: Prepared using ANED 2018 data.**

As seen in Table 6.2, the difference between the employment rates of both groups increases as the age increases. This situation constitutes an important data for the policies to be implemented for the employment of the disabled. When the situation is generalized, important barriers to the participation of disabled people in the labor market, regardless of country; lack of access to educational opportunities, negative attitudes of employers and colleagues, inaccessible transportation systems and workplaces, lack of flexible working practices or employment support programs (Waddington; Priestley & Yalçın, 2017). This disadvantageous situation of the disabled in employment creates social and economic negativities at both the individual and society level. For this reason, various social policies are produced at the point of participation of disabled people in working life and ultimately in society. As a result of these studies, various methods have been created around the world in order to increase the participation of disabled people in employment. Among these methods, there are methods such as quota system, sheltered workplace, supported employment and allocation method (Kağnıcıoğlu et al., 2021). Öz and Orhan (2012), on the other hand, examined the methods applied for the employment of disabled people in seven categories: quota system, sheltered workplaces, personal working method, employers' employment of disabled people without obligation, working at home, cooperative working method and employment in selected jobs where only disabled people are employed. Factors such as country conditions, the specific conditions of the relevant sector and employment rates can be effective in the selection of the above-mentioned methods. However, considering the general situation, it can be said that the quota system is at the forefront.

Mallender et al. (2015) stated in their study that the most common method used to increase and support the employment of disabled individuals in European Union countries is employment quotas. In the study, it is stated that 21 of 28 countries, including 27 EU countries and the United Kingdom, have a quota system. Among the relevant countries, the countries that do not have a mandatory quota application are Denmark, Estonia, Finland, Lithuania, the Netherlands, Sweden and the United Kingdom (Mallender et al., 2015). However, it should be noted that the implementation of quota systems differs from country to country. In this context, quota systems are divided into three different categories in the study: voluntary-based (Netherlands), a legal obligation without effective enforcement (Portugal), and a legal obligation based on effective enforcement (Italy) (Mallender et al., 2015). ILO (2019b), on the other hand, stated that roughly 103 countries around the world are implementing the quota system in its study, which deals with the quota system within the scope of employment opportunities for people with disabilities. Within the scope of the examination, quotas are supported by fines in 33 of 103 countries with quota systems, although quotas are binding in 64 countries, there is no clear information about the implementation method. (ILO, 2019).

## REFERENCES

- Academic Network of European Disability experts [ANED] (2018). Statistics on persons with disabilities. Erişim Adresi: <https://www.disability-europe.net/downloads/1046-edc-task-2-1-statistical-indicators-tables-eu-silc-2018> (Erişim tarihi: 09.02.2022).
- International Labour Organisation [ILO] (2019). Promoting employment opportunities for people with disabilities. quota schemes. Volume 2, Geneva.
- Kağnıcıoğlu, D., Şişman, Y., Akgül, T., İlhan, Z. ve Belgin-Boyacı, N. (2021). Türkiye’de engelli istihdamı, kota yöntemi açısından durum analizi: İşveren ve işveren vekilleri ile bir araştırma, Nobel Yayınevi, Ankara.
- Kuznetsova, Y. ve Yalçın, B. (2017). Inclusion of persons with disabilities in mainstream employment: Is it really all about the money? a case study of four

large companies in Norway and Sweden, *Disability and Society*, 32:2, 233-253,  
DOI: 10.1080/09687599.2017.1281794

Mallender, J., Liger, Q., Tierney, R., Beresford, D., Eager, J., Speckesser, S. ve Nafilyan, V. (2015). reasonable accomodation and sheltered workshops for people with disabilities: costs and returns of investments. study for the EMPL Committee.  
Eriřim Adresi:  
[https://www.europarl.europa.eu/RegData/etudes/STUD/2015/536295/IPOL\\_STU\(2015\)536295\\_EN.pdf](https://www.europarl.europa.eu/RegData/etudes/STUD/2015/536295/IPOL_STU(2015)536295_EN.pdf) (Eriřim tarihi: 06.02.2023).

Öz, C. S. ve Orhan, S. (2012). Özürlü istihdam yöntemlerinin uygulanabilirlięi üzerine bir deęerlendirme. *Çalıřma İliřkileri Dergisi*, 3(2), 36-48.

Waddington, L., Priestley, M. ve Yalcin, B. (2017). Equality of opportunity in employment? Disability rights and active labour market policies, *Routledge handbook of disability law and human rights*, (Ed. Blanck, Peter ve Flynn, Eilionóir), Routledge, New York, 72-87.

World Health Organisation [WHO] (2022). Disability, Eriřim adresi  
[https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms\\_443480.pdf](https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms_443480.pdf) (Eriřim tarihi: 02.02.2022).

## SECTION 3 EMPLOYMENT MODELS IN EUROPE

### CHAPTER 7

#### **Employment Models in Spain**

*Maria CARRACEDO*

##### **I. Sheltered Employment in Spain**

In Spain, the sheltered employment model is managed from the Special Employment Center—Centro Especial de Empleo (CEE hereinafter). CEEs are companies whose main objective is to provide workers with disabilities with productive and remunerated work, appropriate to their personal characteristics and which facilitates their integration into the ordinary labor market.

Recipients: Disabled employees of CEEs who are in any of the following situations:

- People with cerebral palsy, people with mental illness or people with intellectual disabilities, with a recognized degree of disability equal to or greater than 33%.
- People with physical or sensory disabilities, with a recognized degree of disability equal to or greater than 65%.

The Professional Activity Support Units may also provide services to workers with disabilities of the Special Employment Center not included above, as long as the dedication to these workers does not undermine the attention of those included in the previous section.

##### **a. Appeal/Interest**

Subsidies: The subsidy is intended to finance labor and social security costs derived from the hiring of labor. The amount of the subsidy is set at 1,200 euros per year for each disabled worker in the final recipients section, which will be reduced proportionally depending on the duration of the contracts and the length of the working day if it is part-time. These subsidies will be granted for a maximum period of one year and will be subject to the existence of budgetary availability for this purpose.



## **b. Evaluation**

CEEs have their relevance as a solution to some of the problems associated with disability: the disabled themselves, family members, public administrations, employers and society as a whole. The effects of CEEs can be divided into tangible and intangible effects, which can be quantified economically or not. In addition, CEEs have the capacity to be socially useful. For example, a company will be of social utility if its activity contributes to the fight against exclusion and economic and social inequalities, to the reduction of isolation, etc.

We can analyze to what extent CEEs help to increase employment and social cohesion in order to guarantee the rights and needs of the population.

1. Labor integration of people with disabilities
2. Social integration of people with disabilities

## **c. Employment of the person for suitable work in the sheltered workplace**

People wishing to access employment in a Special Employment Center must register with the corresponding employment offices, which will classify protected job seekers based on the type and degree of disability they have and the degree of work capacity recognized by the multiprofessional teams. On the other hand, EWCs must apply to the corresponding employment office for the disabled workers they intend to employ, describing in detail in the offers they publish the jobs to be filled, the characteristics of the position or positions and the personal/professional circumstances that the workers must meet.

The work performed by the disabled worker must be productive and remunerated, appropriate to the individual characteristics of the worker, in order to favor his or her personal and social adaptation and facilitate his or her subsequent integration into the ordinary labor market. To ensure this, the multiprofessional teams will review the job, at least every two years. If, as a result of this review, they find that the work performed poses a risk to the worker's health, they must declare it unsuitable, and must transfer the worker to another job more suited to his or her characteristics, within the same work center if possible.

## **d. Success Criteria**

An example of a Special Employment Center is Artmo Bene, of Fundación INTRAS, which began operating in April 2002. The main objective is to develop lines

of business that allow the labor integration of people with disabilities due to severe and prolonged mental illness, people who even today continue to have serious difficulties in accessing the labor market. Since its inception, Artmo has been committed to hiring people with disabilities, who currently make up almost 90% of the workforce.

#### **e. Planning the transition to the next model**

According to the OECD report "Transforming Disability into Capability" the most effective countries in terms of sheltered employment policies are Poland and the Netherlands. These two countries have similar regulations, and in neither of them is the transition to the ordinary market contemplated as an CEE objective. Despite the recommendations of the European Commission and the OECD, no significant cuts are currently known to have been made in this regard. On the contrary, in the Netherlands, incentives for companies have been converted into incentives for employees with disabilities.

Only Norway has a very high rate of transition to the ordinary market, around 30%, but its regulations do not consider transition as a main objective. On the contrary, CEEs are considered an essential mechanism for the employment of people with disabilities, and the transition debate is considered to have been overcome, to such an extent that these transition recommendations have disappeared from most European countries' regulations.

## **II. Supported Employment in Spain**

Supported Employment Services are the set of individualized guidance and accompaniment actions in the workplace, which aim to facilitate the social and labor adaptation of disabled workers with special difficulties of labor inclusion in companies of the ordinary labor market under similar conditions to the rest of the workers who perform equivalent jobs. Supported employment services will be regulated by their own regulations.

### **a. Appeal/Interest**

The concept of Supported Employment represents a revolution in the approach to services and centers regulated by state legislation. From programs based in centers or

buildings, we have to move on to offer real inclusion programs based in the community; therefore it is not necessary to have a large infrastructure for workshops in sheltered systems, but the implementation of a service that gives the person with a disability the opportunity to train directly in a job in an ordinary environment.

Supported Employment is the active policy that manages to fight unemployment among this group, without the administration having to make large investments; it is only necessary to invest in the support that people with disabilities need to access and maintain the job and in policies that encourage hiring.

### **b. Objectives**

- To achieve a workplace integrated into the ordinary market for the person with a disability.
- Promote the social insertion of people with disabilities through work, as a means for the full incorporation of the individual in the community, improving the quality of life and the independence and autonomy of people with disabilities.
- - To make possible the personal and labor promotion of people with disabilities in the community and the company.

Supported Employment is based on a system of individualized support, consisting of the provision of essential assistance to the person so that he or she can develop a work activity.

### **c. Evaluation**

The capabilities, skills, abilities, abilities and job interests of the person with a disability will be described. This information will allow the candidate to be placed in the job bank and begin an active job search. The focus will be on the collection and analysis of the candidate's information, on the functional aspects of capacity in the performance of the tasks of their professional profile, and on the indispensable aspects for integration in the position, such as motivation towards work, socio-labor skills and autonomy.

### **d. Identification and analysis of jobs appropriate to the person's qualifications**

Its purpose is to define the tasks to be performed in that position by the future worker with a disability, and the skills and abilities required for its performance,

according to the identification of the job position, its definition, the description of basic demands or requirements, the level of prior knowledge required, and possible diseases and occupational hazards. The objective is to determine the suitability of the position for the candidate or to establish the person-position adaptations necessary to successfully incorporate and maintain the person with a disability in the job. The collection of this information is carried out and evaluated by the job coach prior to the candidate's incorporation to the position. The offer-demand matching is then carried out, selecting the candidate who best fits the characteristics of the position being evaluated.

#### **e. Approach of the individual to the workplace**

In this phase, the candidate contacts the company and the position for which he or she has been selected. A previous informative meeting will be held with the employee, and his or her family may be invited. In this meeting the professional will explain the characteristics of the company and the position for which he or she has been selected.

With the incorporation to the job position, the job coach's support begins. Based on the characteristics of the subject and the specific position, a plan for external support will be established, which will foresee its progressive withdrawal, always following the following scheme: a first moment where the job coach's support will be more intense (intensive support), to progressively proceed to a withdrawal of support (medium support), until reaching a total withdrawal of support or only sporadic supervision (supervision).

It will be the job coach's role to encourage the user's interrelation with his or her business environment, especially with the staff that directly interacts with him or her, thus fostering the birth of an internal support (natural support) that will increase in an inverse proportion to the trainer's own support. The job coach's support will focus on three fundamental aspects: quality in the performance of tasks, adequate performance, and socio-occupational skills. The intensity or type of support varies from case to case and the withdrawal is progressive and planned.

#### **f. Follow-up and withdrawal of support**

Monitoring is carried out for the maintenance of the workplace, improvement of working conditions and promotion, in a sense of preventive and anticipatory

evaluation of the needs of the disabled worker and the employing entity, as well as the detection of conflictive situations and the application of corrective measures.

The process of Supported Employment ends when the person with a disability achieves labor autonomy, through a positive exit or discharge from the program. This exit will occur as long as there are no incidents during a previously determined period of time and there is an explicit agreement between the program, the company, the disabled worker and, if applicable, his or her family.

#### **g. Planning the transition to the next model**

Actions that favor the continuity of the worker in the job under favorable conditions will be developed. The fundamental aspects of the follow-up will be collected: evaluation of the work carried out by the worker within the quality and quantity criteria set by the company. The information collected will make it possible to analyze deviations, establish corrective measures and study improvement actions.

### **III. Competitive employment model in Spain**

#### **a. Appeal/Interest**

Ordinary employment is that provided by a worker with a disability in normalized companies, regulated by the common labor regime. This employment model is characterized by the adoption by the public authorities of a series of positive action measures that tend to encourage the hiring of disabled workers and to ensure their integration into the ordinary labor market, thus guaranteeing the principle of equal opportunities. The objectives to be achieved are the following:

- Promote access to employment for people with disabilities.
- Facilitate the transition from sheltered to regular employment.
- Fulfill the reserve quota
- Facilitate the ordinary company's better knowledge of the abilities and aptitudes of workers with disabilities.

Companies, public or private, that employ a number of workers exceeding 50 will be obliged to employ a number of workers with disabilities of not less than 2%, as a general rule. On the other hand, in public employment offers, a quota of no less than 7% of the vacancies to be filled by people with disabilities will also be reserved.

**In the case of permanent contracts**, for each permanent full-time contract with a person with a disability, the employer will receive 3,907 €. If the contract is part-time, this amount will be reduced proportionally according to the working day. In addition, for the adaptation of workstations, the provision of protective equipment or the elimination of barriers, the employer will receive up to €902. There are also different bonuses on social security contributions during the term of the contract, between €4,500 and €6,300/year, depending on the characteristics of the worker.

**In the case of temporary contracts for the promotion of employment**, Social Security contribution rebates during the term of the contract are between €3,500 and €5,300/year, depending on the employee.

**For alternating training contracts**, incentives are:

- Bonus between 100% and 75% of social security contributions in companies, depending on their size, during the term of the contract.

**For contracts to obtain professional internships**, companies will be entitled to a 50% rebate of the employer's social security contribution corresponding to common contingencies.

**For the substitution contract**, the company will obtain a 100% rebate on the employer's social security contributions during the term of the contract.

## **b. Evaluation**

In the event that the public employment services or placement agencies are unable to meet the job offer after having made the necessary intermediation efforts, and in the event that the company can prove that there are production, organizational, technical or economic issues that make it particularly difficult to hire workers with disabilities, alternative measures may be taken, such as the following:

- Entering into a commercial or civil contract with a Special Employment Center or with a self-employed disabled person.
- Donations or sponsorship actions
- Constitution of Labor Enclaves

### **c. Identification and analysis of jobs appropriate to the person's qualifications**

Employers are obliged to take appropriate measures for the adaptation of the workplace and the accessibility of the company, according to the needs of each specific situation, in order to enable people with disabilities to access employment, perform their work, progress professionally and access training unless such measures place an undue burden on the employer. This excessive burden is alleviated when the company hires a disabled worker on a permanent basis, in which case it may apply for a subsidy from the State Public Employment Service to adapt jobs and/or provide the necessary personal protection equipment to avoid work accidents, as well as to eliminate barriers or obstacles that prevent or hinder their labor market insertion. The objectives of such a subsidy are, on the one hand, that the disabled worker adapts to the machine, instruments or tools he or she will need to perform his or her work; on the other hand, that he or she receives the necessary tools to be able to perform his or her work in optimal conditions and without any danger to his or her safety and health; and, finally, that he or she performs his or her activity in the most appropriate and favorable conditions, adapting the structures, constructions and furniture.

### **d. Determination of the person's compliance with the workplace**

The aim is to develop individualized guidance and accompaniment actions in the workplace with the objective of facilitating the social and labor adaptation of people hired with disabilities with special difficulties of labor inclusion in companies in the ordinary labor market under similar conditions to other workers who perform equivalent positions.

These actions consist of: orientation, advice and support to the disabled person, preparing a plan of adaptation to the job for each worker; the work of rapprochement and mutual assistance between the worker, employer and company personnel who share tasks with the disabled worker. In order to facilitate the transition to regular employment of disabled workers with special difficulties in accessing it, labor enclaves can be created, through which the transition from protected employment in the special employment center to regular employment will be facilitated. For this purpose, a contract will be signed between the work company (collaborating company) and the Special Employment Center. The collaborating company knows well the abilities and potential of the disabled worker before signing the employment contract.

#### **e. Determination of a co-worker at the workplace and training of the co-worker**

Supported employment is necessary for the disabled worker to achieve full integration into the regular labor market. Following this model, the figure of the job coach is essential to achieve the indicated objective. This person must have at least an intermediate vocational training degree or equivalent, and accredit previous experience of at least one year in labor integration activities for people with disabilities that qualifies them to perform the functions of their position.

In the workplace, moreover, the co-workers of the person with a disability can offer typical verbal assistance in learning situations, such as the handling of office equipment, which any worker who takes up a job as an administrative assistant, for example, has to face. In this case, even if the workers do not have a specific qualification, they can offer learning aids.



## CHAPTER 8

### Employment Models in Austria

*Manulea Mittermayer & Tom Salamon*

#### I. Sheltered employment in Austria

##### a. Introduction

At the national level, there are many different definitions of sheltered workshops, reflecting different behaviors, cultures, traditions and history. In some countries, the definitions of sheltered workshops are part of a strong legal framework. In others, they are defined as part of general support schemes and are not underpinned by law. A report published by IGOS on the 'Quality Work Settings for All Project' compared the national definitions of sheltered workshops in eight Member States.

It found that in countries where the UNCRPD has been ratified, the human right of people with disabilities to be offered the same employment rights as non-disabled people is often featured in national disability legislation. This provides a legal basis for sheltered workshops regardless of whether they are economically profitable, as is the case in **Austria, Belgium, France, Germany, Greece, Ireland, Italy** and **Portugal**. In terms of the strength of legal provisions for sheltered workshops, most of the countries that were analysed had established strong legislation at the national level. The exceptions were **Austria** and **Belgium** were, given the federal nature of their administration, robust legislation covering sheltered workshops had been adopted at the federate state level, which is responsible for the competency.

Where sheltered employment is understood to be aimed at populations who are unable to gain employment in the open labour market, there are significant differences in the employment status and level of remuneration for sheltered employees in the EU. For example, in **Austria** people in sheltered employment are defined as service users, consequently not subject to employment protection laws, nor entitled to independent social security. As most workshops across the EU are not party to the obligations and rights of the Labour Code, disabled participants do not have 'employee status. This situation often results in payment below the

minimum wage, which could potentially result in increased risk of poverty. However, sheltered employment is often provided with other support mechanisms, which provide intangible benefits to the users.

Other Member States define people in sheltered workshops as employees. For example, in **France** and **Germany** people in sheltered employment have a legal status similar to that of employees. Although sheltered employees in **Germany** are paid a small refund for their work rather than the minimum wage, they are entitled to elect a representative body to uphold their interests in each sheltered workshop. In **Belgium** (Flanders), sheltered workshop employees have the right to earn the minimum wage. The employee status of people with disabilities working in sheltered workshops also exists in **Greece, Ireland, Italy** and **Portugal**.

#### **b. Trends in sheltered employment**

In the past 15 years there has been an expansion of initiatives to help disabled people integrate into the open labour market. Reasons for this change of approach include:

- A feeling by some Member States that **traditional sheltered workshops** perpetuate the segregation of people with disability and hinder their integration into the regular employment;
- **Economic pressures** on government to make short-term savings and therefore withdraw support to traditional sheltered workshops.

The debate on what the aim of sheltered workshops should be is illustrated by the case of Remploy in the **UK**.

In **Belgium** (Wallonia), the situation appears relatively similar. The *Agence Wallonne pour l'Emploi de Personnes Handicapées* (AWIPH) has based its priorities on experience from Scandinavia. It has drawn up criteria on which the target group of beneficiaries must be based. These include 'those most in difficulty facing employment' (but capable of working within the framework of the labour market in Belgium).

Other Member States have also developed new forms of sheltered employment closer to the regular labour market, such as social enterprises in **Finland** and **France**, which have a stronger focus on transition into the open labour market.

Emphasis is given to workers' professional development and the skills learned while in sheltered work. In the **Netherlands**, reforms emphasize the right to tailor-made sheltered employment which can also be offered by regular companies. **Germany** has also experienced a shift towards integrating sheltered employees into the open labour market. This is evidenced by the general increase in the number of integration projects, which increased by 7 % in the period 2007-2010 with 684 projects in operation.

Several other Member States have shifted the onus of sheltered employment to serve as an instrument of rehabilitation. For example, **Poland** and **Hungary** introduced accreditation systems (as a prerequisite to receiving subsidies) to guarantee that the working environment is suitable for people with disability. These examples clearly illustrate a shift in policy towards a more transitional model of sheltered workshops.

### **c. Rehabilitation and VET measures in Poland and Germany**

In **Poland** the State Fund for Rehabilitation of Disabled People (PFRON) provides funding for vocational activity workplaces, which employ people with moderate and severe disabilities. The purpose of vocational activity workplaces is to provide vocational activities and employment opportunities aimed at enabling people with disabilities to lead a relatively independent life in the community. Moreover, these workshops provide vocational rehabilitation in the form of occupational therapy workshops, which focus on restoring the capacity of disabled people to gain employment in the open labour market.

PFRON also subsidises the salaries of sheltered employees as well as the salaries of disabled people who are in transition from sheltered to non-sheltered employment. In 2013, PFRON provided co-financing for 77 vocational activity workplaces which in turn employed 3,067 people with disabilities. This was an increase of 1,844 people since 2005.

Sheltered workshops in **Germany** also provide vocational and educational training for up to 2 years, together with support for the transition of sheltered employees into the regular labour market. Additionally, *integration projects* are

funded through the Compensatory Levy on firms who do not fulfil the quota of employed people with disabilities. These projects include integration workshops, integration companies and integration departments which employ between 25-50 % of severely disabled people. They are part of the open labour market and offer work, vocational support, advanced vocational training and ongoing employment support across the open labour market. The numbers of these projects are continuously increasing with 684 in operation in 2011, a rise of over 7 % on 2010.

In addition to VET and transition-to-work opportunities, sheltered workshops often provide a diverse range of therapeutic/rehabilitation measures. For example, in **Belgium** (Flanders), a number of 'rehabilitation through employment' initiatives have been established in cooperation with adapted work enterprises, sheltered workshops, psychiatrists and social protection bodies to assist people with disabilities in day centres. **Although sheltered workshops in Flanders are not conceived as medical rehabilitation centres, they do offer opportunities for vocational rehabilitation and development.** They are required to put in place personal development plans for their employees which contain actions to advance their competencies and, in some cases, also to prepare the transition to a regular working environment.

A recent comparative assessment of rehabilitation measures provided by sheltered workshops in the EU identified a number of similarities in eight Member States. In particular, some sheltered workshops offer technical programmes to enable people with disabilities to work in professions such as woodwork, metalwork, gardening, packaging and textiles. These services also include interpersonal training through group activities, personal development and team building exercises. Other sheltered workshops provide rehabilitation through social and cultural programmes, as well as programmes focusing on elderly people with disabilities<sup>63</sup>.

#### **d. Conclusion**

There are significant differences with regard to the definitions, activities, structure and legal frameworks of sheltered workshops across the EU, which predominantly stem from differing views of their aims. There are also significant differences in the

employment rights of people with disabilities employed in sheltered workshops, and remuneration is generally low, which puts sheltered employees at increased risk of poverty. While this report sought some answers in terms of the costs and returns of investments of sheltered workshops as a whole, it cannot provide comprehensive empirical responses on the impact of different types of workshops. More research is necessary to provide more empirical evidence.

## **II. Supported employment in Austria**

### **a. Introduction**

In Europe, too, the concept of supported employment was developed and expanded in the early 1990s. At the beginning, the concept spread in Great Britain and Ireland. With a few exceptions, the spread in Europe was from West to East. At the beginning, there were larger model projects in Ireland, the United Kingdom (England & Wales, Scotland and Northern Ireland), the Netherlands, Germany, Norway, Portugal, Spain and Northern Italy. These were followed by Austria, Sweden, Finland, Iceland, Cyprus from the mid-1990s (Doose, 2007). Five years after an umbrella organisation for Supported Employment was founded in the USA, a European counterpart was introduced. The European Union of Supported Employment (EUSE) was founded with the aim of promoting the development of Supported Employment in Europe. One of the main tasks of the umbrella organisation for Supported Employment is the organisation of international conferences, which are held every two years (European Union of Supported Employment, 2007). Meanwhile the umbrella organisation consists of the following 19 members: Germany, England, Norway, Finland, Austria, Greece, Portugal, Ireland, Scotland, Iceland, Sweden, Italy, Spain, Netherlands, Czech Republic, Denmark, Switzerland, Northern Ireland and Wales (European Union of Supported Employment, 2009).

In Austria, the vocational integration of people with disabilities started in 1992 with two model projects. The aim was to support people with mental illness to remain or become gainfully employed. An evaluation of these projects showed that between 43 and 50% of the persons supported were successfully assisted. A comparison between the costs of the projects and those caused by unemployment showed the

success of both projects. The result was the expansion of work assistance projects in all provinces (Blumberger, 2001).

A major step forward for the integration of people with disabilities in Austria was the Act on the Employment of People with Disabilities (BEinstG) which came into force in its first version in 1969. This law applies specifically to people with disabilities in the employment context (Federal Ministry of Social Security, Generations and Consumer Protection/IV, 2006). Another important achievement for people with disabilities is the Federal Disability Equality Act, which has been in force in Austria since 1 January 2006. It prohibits discrimination against people with disabilities in order to ensure equal participation in life in society and to enable them to lead a self-determined life (Federal Disability Equality Act).

The Styrian Disability Act (2007) also contains a paragraph on supported employment. It states that supported employment is to be granted to persons "... whose capacity exceeds the requirements for assistance through employment in day-care facilities or enterprises according to § 16 and who are only employable under special framework conditions ...". (S. 6). It is also stipulated that the person is to be supported and accompanied in this work by personal assistance. In Austria, positive developments have been achieved since the beginning of the integration of persons with disabilities, which is reflected in the legal anchoring.

## **b. Process**

Supported Employment proceeds in different phases, which are individually selected and adapted according to the support requirements of the individual case.

The ideal course of supported employment is divided into the following phases:

1. initial information and assignment
  2. individual career planning with the creation of a professional profile
  3. individual job acquisition and job development - supporting the search for the job
  4. job preparation, job analysis and job adjustment
  5. job coaching - support for familiarisation with the job, integration into the company and, if necessary, qualification at the workplace
  6. follow-up integration support, if necessary, crisis intervention and work assistance"
- (Doose 2007, p. 119).

### **c. Quality standards**

The European Union of Supported Employment provides a benchmark to enable Supported Employment providers to develop and optimise the quality of their services. On the one hand, the quality standards serve for self-evaluation, on the other hand, they also provide a framework for continuously optimising the services through target agreements. As the model of supported employment has grown in recent years, it seemed important to set uniform quality standards (European Union of Supported Employment, 2007).

Quality standards of the organisation as well as the process of supported employment and its results are formulated. The individual quality standards are defined in more detail by characteristics, and there are also references to the evaluation procedures with which the characteristics are to be recorded. These standards are to be strived for by all Supported Employment providers throughout Europe. In the following, the individual quality standards will be presented, as they are important for the evaluation of the company-based work training.

### **d. Quality standards of the organisation**

In total, four quality standards of the organisation are articulated:

1. "The leadership and management set a high-quality standard.
2. the organisation promotes and values stakeholder involvement in planning and decision-making at every organisational level.
3. the O. is committed to protecting and promoting the rights of disadvantaged people.
4. professional and competent staff deliver quality work at all levels of the organisation." (European Union of Supported Employment, 2007, p. 27ff.)

In total, 29 characteristics are defined for these four standards.

### **e. Process quality standards**

The quality standards of the process refer to the individual phases of Supported Employment.

The quality standards of the Supported Employment process are:

### **Phase 1: Commissioning**

1. "The person with disability has received all the necessary information in the form that is appropriate for them to decide whether to engage the Supported Employment provider.

### **Phase 2: Ability profile**

1. a person-centred approach is used to gather relevant data on the individual's vocational interests, aptitudes and abilities.
2. jobseekers are supported to make informed and realistic decisions about their work and future career.
3. an individual flexible participation plan is developed together with each jobseeker.

### **Phase 3: Job development**

- (1) Appropriate training and support is provided to identify a job.
2. the jobseeker is supported in finding the best possible job.

### **Phase 4: Employer contact**

1. the employer is assisted in finding the most suitable employee.

### **Phase 5: In-company and out-of-company support**

1. the worker's induction and support is appropriate and effective and promotes independence and progression in the workplace." (European Union of Supported Employment, 2007, p. 31ff.)

### **f. Quality standards of outcomes**

The European Union of Supported Employment also formulates quality standards for the outcomes of Supported Employment.

1. "The jobseeker finds and obtains a paid job in the general labour market.
2. the worker is a valued colleague and an equal member of the team.
3. the worker has opportunities for career development." (European Union of Supported Employment, 2007, p. 39f.)



### **g. Success and sustainability of Supported Employment**

In the current labour market, it is common to change jobs more frequently. It has become rather rare to start training in one company and work there until retirement. Of course, this also applies to jobs for people with disabilities. However, since the labour market situation is much more difficult for them, as described earlier, the sustainability of a placement in the primary labour market is even more important. A number of studies deal with the sustainability of inclusive jobs. These will now be presented in excerpts.

Doose (2007) conducted a retention and progression study on the topic of supported employment. For this purpose, he developed a questionnaire on the living and working situation, which he administered to 251 people with learning difficulties who had previously been placed in the primary labour market by various specialised integration services. He found out that at least two thirds of the placed workers with learning difficulties are still in employment in the general labour market on average nine years after their placement.

Another finding shows that 70% of workers with learning difficulties are employed in the general labour market. 11% are in workshops for people with disabilities and 8% are unemployed. 3% of the workers are on disability or reduced earning capacity pension and 2% are on parental leave. These results refer to the current work situation over five years after placement by a specialised service and exclude persons whose course is unknown.

There was also a high degree of stability in employment relationships, as three years after placement, 76% of workers with learning difficulties were still in their first placement. After five years, it was still 62% and after ten years 55%. With regard to the duration of the employment relationship, it was found that the people who were employed at the time of the survey had been in their current employment relationship for an average of 7 years and 8 months. If one looks at the persons who were unemployed at the time of the survey, one can also speak of persons placed for a longer period of time, since they had previously been in employment for an average of 44 months. Doose was also able to establish that most employment relationships are terminated in the first year and that the proportion decreases annually thereafter. Only in the fifth year did he see an increase in terminated employment relationships.

Similar findings were made by Kaßelmann and Rüttgers (2005), who conducted a study on the employment history of severely disabled people with learning difficulties who were placed in the general labour market by integration services. At the time of the survey, 65.6% of the respondents were still employed in the general labour market. 14.4% were working in workshops for people with disabilities and 16.8% were unemployed at the time of the survey. They also found that there were differences between those people who were still working in the companies they were placed in and those who changed jobs. The first placements have a lower average level of disability, are less likely to have a legal guardian and have fewer additional disabilities, such as mental disabilities.

Doose (2007) also found relatively stable employment relationships with regard to terminated employment relationships. Although the terminated employment relationships were significantly shorter than the existing ones, they lasted an average of three years and five months. These can therefore also be classified as long-term employment relationships. It is striking that 25% of the employment relationships were terminated in the first year.

In his study, Doose (2007) also found that people who were employed in the primary labour market were significantly more satisfied in various areas of life such as finances, health, leisure and housing than people in sheltered employment or the unemployed. This does not apply to the area of "contact", as here those employed in sheltered jobs are the most satisfied. With regard to social integration in the It was found that the employees have hardly any private contacts with colleagues. During working hours, however, integration is good to very good.

However, since for the commissioning organisations sustainability is not the only guarantee of quality, but placement rates are considered decisive, it is also important to show results on this. In Austria there are no surveys on this, but in Germany some research has already been carried out by various specialised integration services. For example, placement rates of between 16 and 49% are found for specialised integration services that work according to the concept of supported employment (Trost & Schüller, 1992; Schön, 1993; Meuth, 1996, Barlsen, Bungart, Hohmeier & Mair, 1999; Trost & Kühn, 2001; ZENTRAS, 2000; Kastl & Trost, 2002; quoted from Doose, 2007).

The Hamburger Arbeitsassistentz (Hamburg Employment Assistance), which assisted a total of 129 persons in the period from 1996 to 2003, can show better success. A study of these persons showed that 59% entered employment after leaving the measure (Hamburger Arbeitsassistentz, 2004). Kastl and Trost (2002) found considerable variation between individual services, which can also be seen in Bond's meta-analyses.

As early as 2004, Bond compared several studies to show the effects of supported employment and was able to establish positive successes. It was shown that participants in supported employment programmes find employment more often than comparison groups. In a more recent review, Bond, Drake and Becker (2008) compared eleven studies on supported employment published between 1996 and 2008. Only studies in which jobseekers were randomly assigned to either the supported employment programme or another measure were included. In all studies, significantly more jobseekers from the supported employment programme were integrated into the labour market than in the control groups. On average, the placement rate in the supported employment programmes was 61%, while in the control groups it was only 23% on average. Figure 6 shows a comparison of the placement rates of the individual studies. In all studies it can be seen at first glance that the placement rates of the programmes for integrated placement with support, a special form of supported employment, are clearly higher than those of the respective control groups. However, there is also a large variance within the supported employment programmes between the individual studies. In addition to the placement rate, Bond, Drake and Becker (2008) also found a difference in the waiting time for the first job between the two groups. Seven studies showed that the control groups took on average twice as long to find a job. In the Supported Employment programmes, people waited between four and slightly more than five months for a job. Differences in weekly working hours were also found in four studies. While 43.6% of the participants in the supported employment programmes work twenty or more hours per week, only 14.2% of the control groups do so.

As already mentioned, the duration of jobs is also of great importance. In seven studies it was shown that the participants of the Supported Employment programmes worked more than twice as long in jobs in the free economy as those of the control

groups. However, this effect disappears if one only considers those people who found a job at all (Bond, Drake & Becker, 2008). Success in placement in the primary labour market has also been demonstrated in other studies (Drake, McHugo, Becker, Anthony & Clark, 1996; Doose, 1998; Cook et al., 2005). All in all, it can be said that the concept of supported employment is a good way of integrating people with disabilities into the primary labour market. The effects of alpha nova's in-company work training, which works according to the concept of Supported Employment, will be investigated in the following empirical study. First, however, basic information on evaluation will be explained.

### **III. Competitive employment in Austria**

#### **a. Introduction**

According to the Disability Employment Act (Section 1 para. 1), all businesses in Austria which employ 25 or more employees are obliged to take on one disabled person with beneficiary status (registered disabled person) for every 25 employees. For example, a company which employs 100 persons is obliged to employ four registered disabled persons (obligatory number of disabled employees: four). Employees with certain particularly severe disabilities (e.g. blind persons, wheelchair users) are counted double.

In relation to the employment of people with disabilities, employers are exempted from local authority tax, from payments to the Family Burdens Equalisation Fund, from the Chamber of Commerce fee, and in Vienna from the tax to finance the underground system.

#### **b. People with disabilities who receive special support (registered disabled persons)**

Austrian citizens with a degree of disability of at least 50 percent can apply for an official decision (*Bescheid*) stating that they are disabled persons receiving special support (also known as registered disabled persons).

[Disabled persons receiving special support](#) benefit from numerous advantages:

- **Special protection against dismissal and redundancy:** Employers have to obtain the agreement of the Disabled Persons Committee before they can make a person redundant.
- **Subsidies in relation to working life:** The range of offers extends from financial benefits via technical working aids to special training courses.
- **Additional holidays:** This is permitted insofar as it is provided for in the respective collective agreement, civil service employment regulations or company agreement.
- **Income tax allowance:** Tax allowances can be applied for at the local tax office from a degree of disability of 25 percent.

Persons holding a disability pass are not automatically recipients of special support in the meaning of the Disability Employment Act.

### c. Special protection against dismissal and redundancy

Alongside the obligation to employ people with disabilities, Section 8 of the Disability Employment Act also provides for increased protection against dismissal and redundancy for people with disabilities. The employment relationship of a registered disabled person can only be terminated if a period of notice of at least four weeks is adhered to, and if the Disabled Persons Committee based in the provincial offices of the Sozialministeriumservice agrees. In exceptional cases, agreement can also be obtained retrospectively, but the redundancy or dismissal is not effective without it.

Special protection against dismissal has been viewed by employers, but also by the representatives of people with disabilities, as an obstacle to hiring disabled persons. For this reason, the special protection against dismissal and redundancy has been relaxed in coordination with the social partners and the associations of people with disabilities. For new employment relationships concluded after 1 January 2011 with registered disabled persons, the special protection only applies after four years, although there are some statutory exceptions. Existing employment relationships are not affected.

#### **d. Support offers from the Sozialministeriumservice**

For years now, the [Sozialministeriumservice](#) has offered a broad range of support instruments to support participation in employment, including various project-based and individual subsidies or a combination of the two.

*Project subsidies to support participation in working life*

#### ***Occupational Assistance Network (NEBA)***

The [Occupational Assistance Network](#) (NEBA) gives people with disabilities and young people who are at risk of exclusion a chance in a labour market which is difficult for them. NEBA, with its occupational assistance services (youth coaching, production schools, vocational training assistance, work assistance and job coaching), forms the umbrella brand for this highly differentiated system of support for people with disabilities, and is the core of the subsidies landscape and a key element of Austrian labour market policy. Here, the Sozialministeriumservice – with the support of the European Social Fund and in cooperation with numerous partner organisations – makes a valuable contribution towards the participation in working life of people with disabilities. The [operational programme Employment in Austria 2014 - 2020](#), and particularly the respective investment priorities, form the basis for the spending of the resources of the European Social Fund (ESF). Of the entire ESF funding which is made available to Austria for the period 2014-2020, almost 30% is reserved for measures for the inclusion into employment of people with disabilities. The youth coaching, production school and vocational training assistance programmes of the Network for Occupational Assistance (NEBA) for young people with disabilities and for young people who are at risk of exclusion from the labour market, are co-financed with funding from the European Social Fund. This also applies to the fit2work consultancy services for companies which employ older workers with health issues. These NEBA programmes also play an important role in the government scheme for education and training up to the age of 18, as they also reach those young people who would otherwise leave the educational and training system prematurely.

[Youth coaching \(PDF, 279 KB\)](#) aims to provide future perspectives for young people via advice, support and case management. Youth coaching is not a vocational training

course in itself – it is a counselling programme to ensure that young people do not fall through the social safety net and end up on the streets. The goal is to enable them to successfully transition into working life.

[Production schools \(PDF, 279 KB\)](#) are intended to help all young people who have a need for support due to deficits in the field of defined basic competences to become fit to enter or successfully complete higher vocational training or vocational training in a school). Production schools cultivate individual abilities for the next step towards training.

[Vocational training assistance \(PDF, 279 KB\)](#) supports young people with disabilities and other factors which make it difficult to find a job for them by providing an extended apprenticeship or a partial qualification in accordance with Section 8b of the Occupational Training Act (BAG). These young people are supported during their entire training, in companies as well as in school, and their training pathways are thus lastingly secured.

[Work assistance \(PDF, 279 KB\)](#) supports people with disabilities in obtaining and keeping a job. Companies which want to hire people with disabilities receive support from the work assistance scheme on issues of the legal framework, information about subsidies and help in case of problems in the firm.

[Job coaching \(PDF, 279 KB\)](#) provides direct individual support in the workplace for people who have a wider-ranging need for assistance (e.g. due to a learning disability or multiple issues). It promotes their specialist and communications-related abilities as well as their social skills, so that they can fulfil the demands made upon them independently and over the long term.

### *Skills training*

In [skills training projects, \(PDF, 158 KB\)](#) people with disabilities are offered targeted measures to obtain skills and thus increase their chances of participating in the labour market.

### *Personal assistance in the workplace*

[Personal assistance in the workplace \(PDF, 254 KB\)](#) is an individual service in which people with disabilities receive the individual and personal support which they need in order to work or complete vocational training. The goal of personal assistance in the workplace is needs-oriented, self-determined, self-organised and equal participation in working life.

### *Fit2work*

The [occupational \(re-\)integration management scheme fit2work](#) offers information, advice and support to employees who have been off work for longer periods and/or have health problems, people who are unemployed and have health issues as well as companies and employees' representatives. The goal is to preserve and increase these people's ability to work, to prevent them leaving working life prematurely. and to lastingly reintegrate them into the work process.

### *Individual subsidies to compensate for the increased costs/effort involved in employing people with disabilities*

In addition to project subsidies, a large number of individual and customised [subsidies \(PDF, 298 KB\)](#) are offered to people with disabilities and/or their employers to provide support and/or compensate for the additional costs and effort involved and disability-related lower productivity.

Individual subsidies can be granted for:

- work and training (technical work aids, training costs, training allowances, the assumption of costs for sign language interpreters, etc.);
- wage subsidies (inclusion subsidy/plus, wage and workplace subsidies, inclusion bonus for apprentices, security allowance for self-employed persons with disabilities), and
- mobility (orientation and mobility training, acquisition of an assistance dog, mobility allowance, obtaining a driving licence, purchasing a vehicle, etc.).



### ***Subsidies for companies***

A comprehensive programme of subsidies for non-wage labour costs is designed to encourage companies to create jobs for people with disabilities and to ensure that the new employment relationship is a long-term one.

### ***Inclusion subsidies/inclusion subsidies plus***

If a company has received an integration allowance from the Public Employment Service (AMS) for a registered disabled person (degree of disability at least 50%), an inclusion subsidy of 30 percent of their gross wage can subsequently be obtained for a period of twelve months. Companies which are not obliged to employ people with disabilities can receive an inclusion subsidy amounting to 37.5 percent of the person's gross wage (inclusion subsidy Plus).

### ***Inclusion bonus for apprentices/trainees***

The inclusion bonus supports certain companies when they hire apprentices/trainees who are registered disabled persons. This support is possible during the entire duration of the apprenticeship or extended apprenticeship regardless of the age of the apprentice/trainee. The amount depends on the applicable rate of compensatory tax.

### ***Wage subsidy***

Wage subsidies can be granted to companies for a registered disabled person (degree of disability at least 50%) in accordance with the reduced level of performance of the person which has been established. The subsidy is dependent on the disability-related reduction in performance.

### ***Job safeguarding subsidy***

The job safeguarding subsidy can be granted for people with a level of disability of at least 30%. The specific amount of this non-wage labour cost subsidy is determined by how endangered the job is, the age of the employee affected, and his/her opportunities to find another job in the near future. In addition, there are grants to compensate for competitive disadvantages caused by disabilities. These include technical aids, mobility aids or relevant individual skills training.

### *Businesspeople with disabilities*

In order to support people with disabilities in becoming self-employed, there are subsidies to improve their financial situation and to secure their livelihoods.

Businesspeople with disabilities can be granted subsidies to find a self-employed business or to provide security for an already existing self-employed activity when a temporary disability-related situation is threatening their livelihood.

Further information on support for companies and **people with disabilities** can be found on the website of the [Sozialministeriumservice](#) and at [www.arbeitundbehinderung.at](http://www.arbeitundbehinderung.at).

### *Social enterprises*

[Social enterprises](#) are establishments for the integration into employment of people with disabilities who, due to the severity of their disability, are not yet able to work (or to return to) the general labour market.

Social enterprises are managed as limited companies on the basis of commercial principles. Social enterprises only receive funding to compensate for the disadvantages which arise in competition with other companies as a result of employing people with disabilities. In this way, social enterprises are put on an equal footing with other companies. Like other companies, they have to offer products and services which are competitive on the free market. There are eight social enterprises in Austria with over 20 locations.

### *Employment module*

In the Employment Module, around 1700 jobs (full-time equivalents) are provided by social enterprises for people with disabilities. These **people** are at least paid the collective agreement wages, their social insurance contributions are paid in full, and they have a say in how the company is run just as all other workers do. In addition, comprehensive medical, social and psychological support is available to people with disabilities.

For these social enterprises to be financially viable, the people with disabilities employed there need to be able to provide a minimum level of economically usable

performance. At the time they are hired, this has to be at least half the level of performance of a person without disabilities carrying out the same work.

### *The preparation for work module*

In the preparation for work module, social enterprises provide training places for people with disabilities. In autumn 2015 a new focus was established: a social enterprises apprenticeship. People with disabilities are not only offered a low-threshold opportunity to acquire skills, but also gain access to high-quality vocational training in the form of an apprenticeship. The plan is to gradually extend this measure so that by 2021 a total of around 130 apprenticeship places can be made available.

The goal of the training is that by passing an apprenticeship examination, the participants can be placed in jobs more easily and that they can be sustainably integrated into the general labour market.

## CHAPTER 9

### Employment Models in Italy

*Daniilo CALABRESE*

**The labour integration of disabled people in Italy between sheltered workshops and entry into the open labour market using the instrument of supported employment.**

This article describes the development of the right to work for persons with disabilities, and support services that, consequently, have been set up to give effect to this right, within the Italian context. After a brief historical overview of the evolution of the legislation regulating the labour inclusion of people with disabilities, this article introduced the distinction between the experience in the open labour market and in sheltered workshops. Finally, the article concludes with the presentation of the services offered to employees with disabilities in Italy.

#### **1. Brief Historical Overview**

Law 481 of 25 March 1917 sanctioned the compulsory placement of war casualties and those who had undergone amputation; this legislation was seen as a kind of compensation for those who had suffered damage because of the conflict. (Medeghini, 2011). With the promulgation of the Italian Constitution, however, this right was extended to all disabled people and the public services responsible for its implementation were identified. This led to the emergence of a series of local and national authorities who, with different tasks, were charged with implementing actions to help disabled workers. (D'Alonzo, 1998).

The needs of disabled people have been categorised according to pathology and, on the basis of this classification, special laws have been enacted, such as those for the blind or deaf. (Violini, 2011). In addition to this categorisation, this historical period was also characterised by the desire to manage the presence of the disabled by separating them from the rest of society through the creation of special schools and sheltered workshops. (Canevaro, 2007). A particularly significant role was played by day care centres, which took the form of specially prepared spaces, managed by social workers, in which an organisation similar to that of the company was in force. (Onion,

2011). Here, the users could spend their day, experimenting with their abilities and trying to acquire skills useful for an eventual entry into the world of production (Errani, 2000). In a period characterised by the myth of production, those who attended these workshops had the opportunity to earn an identity as a worker and, at the same time, could continue to reside within their family unit. (Rausei, 2011). Despite the fact that the declared objective of the centres was rehabilitation, and therefore they were intended as places of transit and passage, they very often turned into parking areas, where the worker stayed for long periods (Mannucci, 1997).

Inside the facility, the user carried out repetitive activities, which did not stimulate the acquisition of new skills; furthermore, the scarce possibility of having contacts and opportunities for confrontation with the outside world did not favour socialisation. (Colombo, 2007). Entering these spaces, therefore, ran the risk of being a definitive and immutable choice, which had no possibility of future development. (Lepri, 2004).

## **2. Work Integration of Disabled People: A Fast Track**

Since the 1960s a wide-ranging debate has opened on a number of issues:

- associations of people with disabilities have introduced a new perception and a new way of addressing their needs in society; (Napoli, Occhino, Corti, 2010)
- the number of pupils attending schools grew, which made the need to clarify the role that education could play in their growth increasingly urgent; (Rondanini, 2011)
- a process of de-institutionalisation arose (common denominator of social and health policies in various European countries) which transferred certain aspects of the care of persons with disabilities from closed institutions to local communities; (Gasparre, 2012)
- a number of movements have developed that have opposed the forms of psychiatric assistance implemented within hospitals and compulsory institutions, which has contributed to an increase in attention and a sense of social responsibility towards people with disabilities (Giustini, 2011).

All these elements have strengthened the conviction that people with disabilities have the same needs as other citizens (housing, education and work, for example) (Canevaro, Mandato, 2004) and that it is society's duty not only to protect them, but above all to design all the necessary opportunities to ensure that these rights

are respected. (Micheli, 1981). In this sense, the possibility of having an occupation is a key factor both at an individual level and for being able to actively participate in the life of society (Pavone, 2010).

In order to be able to take advantage of the opportunities provided by the legislation, would-be workers with disabilities must present themselves before a medical commission, which: certifies the possibility of working, assigns them a percentage of disability and draws up a report in which it points out all the restrictions to work activities. This document will be the reference point for understanding which tasks the employee can perform and from which, on the contrary, he/she must be exempt. (Boffo, 2012).

When the candidate is in possession of the certification, he/she has two different possibilities to gain access to the labour market: the social cooperative or assessment within the free market realities (Battafarano, Fontana, 2001). In the social cooperative all disadvantaged workers (regardless of pathology) can be employed, for a percentage equal to 30 % of the workforce; companies, on the other hand, can employ those with a disability rate of over 45%, for a percentage proportional to the total number of employees. (Assennato, Quadrelli, 2012).

The legislation also establishes the system of incentives (and sanctions) that accompany hiring. In particular, social cooperatives benefit from reductions in the payment of contributions for their employees; companies benefit from higher incentives for higher percentages of disability, while they incur penalties when they do not fulfil their obligations (Battarella, 2009). Finally, the main fines can be of two types: a fine, proportional to the number of days of delay in complying with the obligations, or the obligation to integrate the candidate with a disability into the workforce, who is selected by the guarantors of the regulation, without the possibility of refusal. (Messori, Silvagna, 2012).

### **3. Sheltered Workshops: Social Cooperatives**

Social cooperatives are an instrument of integration and growth, both collective and subjective, based on the recognition of the rights of every worker. The co-operative is based on a model that is able to support the emancipation of citizens in difficulty, encourages a pro-active approach, and promotes a process of growth that aims at the

conquest of ways of life and behaviour, as self-determined as possible. Although there is a productivity and efficiency dimension, the cooperative acts above all in social and participatory terms, as it is attentive to the personal and professional growth of its employees and aims to promote their well-being. (Vella, 2011).

Indeed, its main objective is the creation of specific training opportunities for people with disabilities in different economic sectors such as agriculture, trade and services. In this way, it also pursues the general interest of the community, which tends towards the human development and social integration of citizens through the management of social services, health and education (Villa, 2011). The social cooperative thus becomes a particularly suitable environment for provide effective answers to the employment demands of people with disabilities, because it offers an individualised pathway, able to offer technical skills to complete the required tasks, and to deal with the uncertainty, insecurity and stress resulting from work. Specifically, the social cooperative model offers certain services (Striano, 2010):

- promotes the development of skills in employees, which can be spendable in the labour market, through vocational training and active learning in the field;
- offers counselling for the orientation and, if necessary, professional retraining of its users;
- it builds relationships with the local community, characterised by a flexibility of services and a strong motivation of staff, who are specially trained to work with people with disabilities;
- may enter into agreements with companies to obtain orders; in this case, the employee is employed by these companies, but works within the cooperative;
- plans and follows, the activation of professional experiences outside the cooperative, through agreements with structures and bodies active in the territory;
- provides consultancy and various forms of business support, as well as specific training of colleagues interacting with the employee and monitoring of activities.

To sum up, the social cooperative: it fosters the social recognition of human needs; it encourages cooperation and the sharing of experiences; it improves the sense of individual and collective responsibility; it enables the construction of a structured and continuous project, based on the needs of individual users. (Borgnolo, 2009). In spite of its numerous merits, this solution has some limitations, mainly of an economic

nature.

Most of the interventions are linked to the presence of economic resources which, very often, are limited, and these conditions the possibilities of creating opportunities for contact with the outside world. Moreover, when people with disabilities cross the threshold of the facility, they risk remaining there, without any opportunity to gain access to the world of work. In other words: from a transitional place, the cooperative can turn into a large (and static) container, which occupies most of its users' daily time. (Lepri, 2008).

#### **4.Entry into the Open Labour Market: Targeted Placement in Enterprises**

In addition to the possible presence within social co-operatives, people with disabilities can also be employed within companies. The first legislation to regulate this opportunity was Law 482 of 2 April 1968, called Mandatory Placement. In practice, employers with more than 35 employees were obliged to employ a quota of disabled workers. (Scorcelli, Santus, 2006). Placement was managed by the regional public service, according to the order in which they were listed in the list of protected categories. Thus, the employer signalled his obligation and the candidate who occupied the highest position on the list at that time was automatically assigned to that company. This law, however, proved to be ineffective and remained unimplemented, due to the many critical issues it presented.

Firstly, there was no match between the skills of the worker and the needs of the organisation. (Buzzelli, 2012). In addition, there were no forms of support and accompaniment of the neophyte within the working environment and, sometimes, there could also be objective constraints that prevented him/her from staying (architectural barriers, for example). Finally, companies often preferred to pay fines (often unreasonable), rather than take on the burden of recruiting the employee (Bucci, 2010).

All these reasons led to the regulation being superseded by Law 68 of 12 March 1999, known as Collocamento Mirato dei Lavoratori Disabili nelle Organizzazioni. (Cairo, 2007). The element of continuity with the previous law is the obligation for employers to ensure that they have a percentage of disabled employees, proportional to the number of employees. The numbers are distributed as follows: one employee



with a disability, if there are fifteen workers; two employees with a disability, if there are less than fifty workers; and 7% of the workforce, for larger organisations. (Province of Milan, 2001).

The innovative aspect is the change in perspective, summarised by the move from compulsory employment to targeted employment. This means that employment is no longer a mechanical matching, but the outcome of a process involving various actors, in addition to the disabled employees and the organisations' contact persons. Targeted employment, therefore, is the set of tools that allow people with disabilities to be included in the right place for them, through the analysis of available jobs, and the assessment of their abilities.

The ultimate goal is to activate a vicious circle that leads to the employee and the organisation both being satisfied with the experience they share. The legislation still envisages that the service is managed by the provincial managers but, this time, it provides a series of opportunities, which are available free of charge to organisations, by virtue of a state incentive specifically earmarked for work integration. (Cappai, 2003). The main services that can be offered to companies are:

- the agreement: the company can sign an agreement with public services, in order to plan with them the time of recruitment, and decide together on the useful steps to favour the recruitment of a candidate who meets, as much as possible, the needs of the company; (Giorgini, 2010).
- the selection of the candidate, from among those on the list of target categories, in order to identify the profile that best meets the organisation's needs (Cendon, 1997).
- company scouting in order to assess the possible tasks to be assigned to the new recruit (Buzzelli, 2012);
- the internship, i.e. a probationary period of varying duration (from 60 to 90 days), which does not entail any cost for the company and allows the employee's skills to be tested directly in the field;
- the support of a tutor who can monitor the path of the employee with disabilities and offer advice and support to the organisation. (Ange- loni, 2010).

To sum up, the legislation intends to ensure that employees can occupy a suitable position, through the analysis of the job and the candidate's characteristics, and the presence of support for the solution of problems they may encounter with the

environment, tools and relationships, within the workplace. (Bombelli, Finzi, 2008). In spite of the highlighted opportunities, limitations remain. First of all, even if job placement has become targeted, legislative imposition remains the main, if not the only, mode of entry of workers with disabilities into organisations. Secondly, the constraint of available economic resources remains: depending on the number of people to be placed, a quota is allocated for each employee, which also determines the services that can be provided. (Colasanto, 2007). In addition, the possibility of implementing monitoring measures, especially in the long term, is particularly critical, which makes it difficult to obtain feedback on the results achieved. (Cardini, 2005). And again, the legislation defines the instruments and identifies the public services responsible for their provision, but does not specifically determine how they are to be implemented. This is why each region autonomously manages the entire process with the help of the various local authorities, creating disparities between the different territories. (Depretis, 2011).

## **5.The Implementation of Work Integration Projects in Companies: The Lombardy Model**

Each regional public service independently organises and manages its own targeted employment service. By using this service, the companies entrust it with the task of identifying the candidate who best meets their needs; conversely, the candidates delegate the identification of the organisation which most closely matches their characteristics. The regional service in Lombardy has prepared an operational form, which is used throughout the territory, to collect information on labour demand and supply. Subsequently, it set up working tables, defined as Area Tables, which meet periodically, with the aim of concretely realising the matching between workers and companies. Each table is coordinated by a body, called the lead partner, which has been accredited by the region as responsible for the entire recruitment process. These are usually institutions operating in the field of training, which are supported in their task by other organisations, already active in the territory:

- social cooperatives that can assess the capacities of the workers and are able to offer useful workspaces to identify the most suitable activities for them;
- parents' associations that are able to build cooperation networks between different

families, and are able to offer information on the pathologies their children suffer from;

- mental health centres that treat certain types of workers, and can provide counselling, both to the employee themselves and to companies;
- the contact persons of secondary schools (vocational training institutes and centres) that implement customised alternation school-work paths for students attending the three-year course and preparing to enter the world of work.

The involvement of these organisations in the definition of the matching of labour supply and demand is not directly required by law, but is rather the result of the valorisation of the different experiences already active within the territories. All these actors are important, since in addition to their technical competences, they are able to provide a particular point of view that can favour the success of the experience. Finally, they testify to the commitment and presence of a set of practices that, over time, have become a valuable baggage that makes it possible to go beyond the mere requirements imposed by legislation. On the other hand, as already emphasised, an organisation of this kind brings with it the risk of a fragmentation of projects, and the consequent difference between the various territorial realities.

### **Conclusions and Future Developments**

The legislation intends to guarantee the employment of disabled people in the world of work through two different channels: social cooperatives and the free labour market. The former is concerned with the preparation of personalised projects for their users, which favour their personal and professional growth and enable them to acquire skills that can be used in the latter context. Here, candidates can enter by virtue of an obligation for companies to employ a percentage of employees with disabilities. This regulation alone may not be sufficient to guarantee a positive experience.

The obligation, in fact, risks being considered unfair by employers if there are no appropriate forms of support to recognise and value the contribution that employees with disabilities can make to the company. This is why targeted employment services are important, which, through the selection process, aim to define the best possible match between the characteristics of the employees and those of the organisations. The law entrusts each territory with the possibility to define, autonomously, the modalities to implement these forms of support. The Lombardy

Region has set up the Area Tables which involve the organisations which, in various capacities, have the competences useful for a successful work experience. A number of decisive aspects seem to emerge, which must be taken into account in the implementation of the projects:

- the preparation of a candidate profile containing all information about the characteristics of the pathology, work abilities (current and potential), expectations and interests;
- the identification of a task that meets a real need of the organisation at that time, guaranteeing a real benefit for both the employee and the company;
- the synergy between the different services, useful to allow the exchange of information on the candidate and the sharing of the different competences of each one;
- collaboration between educational institutions and services dealing with work placement, in order to build projects that accompany disabled young people and their families;
- the preparation of employers who, in order to be able to welcome employees with disabilities, must have adequate training to help them understand the needs of disabled people, but also of the colleagues who have to relate to them.

Such a perspective, capable of enhancing the meeting between the characteristics of employees and those of the organisations, can favour the recognition of the abilities of employees, including those with disabilities. Finally, the mechanism of targeted employment, which intends to identify the best position for the neophyte, can then be used for all recruitment paths and not only for those intended for those with disabilities. Only for those who belong to protected categories. Following this perspective, for each employee, the position is identified that, within the company, favours the enhancement of his/her characteristics.

### **BEST PRACTICE EXAMPLES**

#### **The Governance of The Trentino Co-operative System: The Role of The Trentino Federation of Co-Operatives**

A complex governance system: the importance of networks for the co-operative movement since the very beginning, the organisation of networks has been a key feature of co-operatives in many Western countries. For example, the attempts by

consumer co-operatives to centralise warehouses or purchasing activities by setting up regional or national wholesale groups in Sweden, the UK and Italy over the 19th and 20th century (Friberg et al 2012; Consumerism 2005), or the creation of National Federations consisting of all the co-operatives from a single country, since the last decades of the 19th century. To mark the importance of networks, in 1966 the idea of cooperation among co-operatives has become one of the Seven Co-operative Principles. Usually, the co-operation among co-operatives takes two distinct forms. The first type of network is represented by apex organisations, which normally have a multitude of provincial or local agencies. These groups were set up almost everywhere to represent the co-operatives instances in the social or political arena. The largest two Italian apex organisations are the Legacoop (Socialist in origin) and the Confcooperative (of Catholic origin). In the Italian context they also provide technical, legal and accounting assistance to co-operatives, as well as supervise their accounts (since 1947, as required by Italian Law, inspectors are periodically sent out to check individual cooperatives' accounts and to ensure that they observed their own by-laws). The functions of Italian apex organisation are completed by the presence of a set of National Associations, one for each individual sector in which the Italian co-operatives operate.

The latter provides an independent management and designs targeted strategies for the whole sector they represent. This description could seem like a top down organisation in which the single co-operative applies a strategy chosen elsewhere. However, the situation is completely different because both the apex organisation and the sector associations have many local agencies (at provincial or regional level) which play fundamental roles within the co-operative system. We can consider each local agency as a kind of a local system which is in turn linked with the whole co-operative system.

The second type of network is based on economic motives for wholesale societies in retailing, clearing house in the banking sector or marketing and trading groups in agro-industry. It allows for economies of scale to be exploited, the use of skills and human capital not available within the single co-ops, or the exercise of monopsony (Menzani Zamagni 2010). Frequently some type of formal connections fostering the collaborative attitude of co-ops was also set up. For instance, wholesale groups were

often built up as second-level co-operatives, called consortia, which could therefore admit only co-operatives as members.

The idea of a consortium has a long history both in Italian and Austrian history. As we have already mentioned in the first part of this report, in Austria the idea of consortium came from Raiffeisen. In addition, the 1873 law which made the creation of co-operative enterprises possible also included consortia. In Italy the consortia gained a legally independent status in 1909 (Law no. 422, 25/1909), thus enabling them to participate in bids for tenders up to the value of 2 million Lire. In truth, such consortia had already existed for several years, in a local or provincial form, created by the consumer cooperatives in order to provide themselves with the necessary structures for wholesale purposes, but without a proper legal status. The second half of the twentieth century was to witness the further extensive use of the consortia, as a means of encouraging the growth and economic efficiency of the smaller co-operatives. In 1951, there were at least 109 such consortia, operating in various sectors. They were particularly prominent in the agricultural sector (especially in milk collection and cheese making), in the retail trade and in the electronics sector. In general, they were well capitalised, and in some cases were of substantial size. By 1981, there were 882 such consortia in Italy.

Although they were still most common within the agricultural sector, there was also a significant number in the crafts, construction, and transport sectors. The history of the consortia reveals that they made a vital contribution to the development and modernisation of the co-operatives in many sectors and made significant contributions to the success of a number of consumer and agro-industry cooperatives. Over the last three decades many consortia have changed their structure because of the 1983 Law (no. 72 of 19 March, the so-called Visentini) which gave co-operatives (consortia included) the opportunity to become shareholders in joint-stock. This created the preconditions for the creation of the co-operative groups. To sum up, the creation of the consortia and their subsequent development is closely interwoven with the history of the Italian co-operative movement and has been a reference point in the Raiffeisen model. They have allowed for a system linking the various different co-operatives and encouraged modernisation. The Italian co-operative movement can be represented as a scale-free network with many different typologies of hubs: the Consortia, the

National Apex Organisation, the Regional Apex Organisation (as the Trentino Federation), the Sector Associations, the biggest co-ops (which usually are organised as co-operative groups). The Trentino Federation and its Sector Associations as well as the many consortia based in the province of Trento are important hubs of the Italian co-operative movements.

Over the years, the cooperation movement, represented by the Trentino Federation of Co-operatives (Federazione Trentina della Cooperazione), has successfully operated economic and social activities, while also serving as catalysts for social organisation and cohesion. The concept of autonomy is widely used by its Chairman at the annual meetings of the Federation. With a primary concern for the community development, co-operatives continue to represent a model of economic enterprise that places high regard for democratic and human values. Its capacity to evolve from a defensive model for poor families and small farmers towards an economic stakeholder (or player) that addresses the economic rents or the allocative failures of the market is the proof of its strength and political determination to build a action for satisfying the member preferences.

The Trentino Federation is the only recognised organisation that represents, assists, protects and oversees the growth of the co-operation movement in the province of Trento. The Federation is founded upon the co-operative values and principles as laid out by ICA (International co-operative Alliance) and upon the solid principles of the social doctrine of the Church. The Federation in this way aims to "contribute towards the social and economic improvement of the person, the community and the territory by coordinating the development of cooperative culture and enterprise" (FTC, 2010). The method is to join forces acting as a service centre that promotes and supervises the members (art.4 of Statute, 2014). It is therefore a platform with internal formal rules and routines to reach shared decisions and common policies inspired by the principles of cooperation and mitigate tensions that inevitably originate from different co-operative sectors.

Apart the coordination with the Province (provincial register for co-operatives), as a guide for the interaction with members, the Federation combines a mix of hard and soft policies. Hard policies deal mainly with the financing of new co-operatives or strategic initiatives for the cooperation. As part of a proactive strategy, loans and

grants are finalised by Promocoop Trentina SPA in its role of financial arm of the Federation (80% ownership) that operates and manages the Mutualistic Fund and the Participatory Fund established by L.P. n. 16 of 12 September 2008. Another tool is provided by Cooperfidi SC, that guarantees the loans to the member co-operatives granted by banks or other lenders. Founded in 1980, the co-operative has 1 175 members, most of them from the agricultural sector.

Soft policies are instead part of the services which deal to change individual behaviour focusing on organisational aspects, training, auditing and consultancy. A large part of the Federation daily activities is carried out by the Departments/Offices of the Federation (bottom of figure 15). The activities are designed to oversee member co-operatives and reinforce their entrepreneurial structure.

When needed, the Federation also provides services for data processing and administration support (bookkeeping, legal, fiscal, trade union, organisational, technical and financial support). As one can see, the Federation is highly institutionalised, with formal structures and processes that are important to turn its Board into an effective governance device. The Assembly is the body which sets the overall strategic direction of the Federation. It is composed of all associated co-operatives, companies or association that complement the local cooperative system and non-profit social enterprises. The Assembly (ordinary) is convened at least once a year.

The Board (Consiglio di Amministrazione) is composed of a Chairman and 22 members who are elected across the range of directors and member of the federated co-operative categories. The Board members have the most extended power to direct and manage the ordinary and extraordinary administration of the Federation and to adapt the statute to the provisions of law. The Board may also delegate an Executive Committee to decide on the powers of its competence. The Board appoints the Director-General of the Federation. The Executive Committee: its task is the coordination of the activities of the Board, ensuring the implementation of the guidelines determined by the Board of Directors. The Director-General is Chief of Staff, oversees the functions of coordination and control of the operational structure. Special duty of the Director-General is to implement the resolutions and the indications of the Board and the Executive



Committee, assist the Board in defining strategies, plans and programmes and to ensure coordination and the link between the committees.

Consultative Committees. The Federation has two consultative committees that act as a channel for the exchange of idea and opinions. The Board appoints the components of both committees. From two different perspectives, these committees play a critical role for a large and diversified Federation. They play a critical role when implementing three distinctive assignments: business development orientation, methods of enhancing member participation and strategies for maximising member capital and overcome potential rivalries. The Committees are therefore involved in specific areas of information sharing, between elected members and among the sectors of cooperation. In practice, the meetings are an effective form of coordination contributing to greater alignment within and among sectors.

The Sector Committees (Comitati di Settore) reflect the sectoral base of the Federation. With about 25 elected members each, including some members of the Board, the four committees have an advisory task for the analysis of the sector-specific problems and the definition of the strategic direction within each co-operative sector. Their members are appointed by the Board.

The second committee, the Inter co-operative Technical Committee (Comitato Tecnico Intercooperativo), with 18 elected members and 11 internal managers or directors of the Federation, has the task to advise on technical matters and on broad strategic policy issues related to international cooperation and geo-cooperation. The two committees meet at least four times a year. Their recommendations are addressed to the General Directors. The debate on governance does not seem to affect the organisational dynamics and complex structure of the Federation, which remains lined up to the core values and the historical cooperation principles. In practice the resilience is due to several other factors: pragmatism based on the positive results that have been achieved; gradualism in accepting the commercial dimension that satisfy the social aims; trust in the new professional management, and managerial methods, of the large sectoral consortia. In this evolutionary perspective the co-operative is a firm in itself, with many inputs suppliers (farmers, savers/households, workers) as owners and a common goal to maximize the aggregate member surplus or well-being (Feng-Hendrikse 2008).

However it seems that the traditional co-operative values and practices, as well as the evolutionary perspective, have been challenges by the social co-operatives that brought into the Federation new insight and ideas and, often, raised difficult questions that reflect its bottom-up culture and action-oriented practice. New ideas are grounded on the social enterprise values, social responsibility and the civic society concepts (Putman, 2004; Bruni-Zamagni, 2004).

Being the most active members, they proposed and implemented initiatives in support of the participation of women, the promotion of entrepreneurship, self-employment and inter-sectoral cooperation. These themes are considered strategic for the revival of a “civil society” (Salvatori 2011) in particular for the new generation of co-operators with interesting proposal such the “Piano d’ambito economico”, “the Hub”, and PartecipAzione. The internal governance is supported by 7 associated companies:

1. Promocoop Trentina spa was set up in 1992 is a non-profit organisation which has been assigned the task of managing the Mortgage Funds (Fondo Mutualistico) of the co-operation movement in Trentino. The resources of the fund are used to promote and develop new co-operative enterprises and initiatives. With LP n. 16/09/2008 Promocoop, as part of a strategic plan to support the movement, manages the Fondo Partecipativo with a public share is 49% of each intervention.

2. Cooperfidi SC was set up in 1980 with the aim of facilitating members’ access to credit at the best possible conditions, and to coordinate relationships with banks to limit the cost of financialguarantees. Cooperfidi also opened up to agriculture and individual enterprises in 1998.

3. Coopersviluppo spa was created to promote and sustain development initiatives for consumer cooperatives. It was set up in 1996 in Trento by members SAIT, the Trentino Federation, Cassa Centrale Banca, Cooperfidi and Promocoop.

4. Formazione Lavoro spa is an organisation set up by the Federation, the second level consortia and co-operatives in 2001 to provide formal learning occasions and training for employees, management and members of co-operative enterprises. Formazione

Lavoro also carries out research, distance learning and offer training support in setting up new enterprises.

5. Assicura Brokers srl, set up in 2012, works with the top insurance companies to offer insurance services to member co-operatives. Assicura offers insurance packages and plans that cover the needs of the co-operative enterprise, based upon their specific needs, and carries out research to find the best deals available on the market. Assicura also manages policies and eventual claims, helping to reduce the extra stress to co-operatives.

6. Fincoop spa is the financial company of the Federation, whose founding members are the consortia, with the original deposit of 5 million, and the rural banks with 6.8 million.

7. Piedicastello, established in 2005 with a registered capital of € 1 500 000, is a joint-stock company 100% owned by the FTC for the development of the "Citadel of Co-operation". The priority includes the recovery and conversion of a dismissed industrial site of 52 300 square meters that will house the offices of the Federation itself, the Cassa Centrale, the Consortia of the second degree and its subsidiaries. The costs incurred by the implementation partner, initially covered by loans guaranteed by the FTC, in 2013 were transferred to the Federation with the provision of a loan of € 14.83 million, the first event in the recent history of the Federation. Although not acting as arm's length of the Federation, in the systemic network of the cooperative movement we may include Cooperazione Salute, a mutual association founded in 1996, that offers complementary and supplementary benefits to members of co-operatives for health and welfare. In recent years, Cooperazione Salute arranged and proposed several innovative conventions with private and public institutions to cover co-payments and the costs of services (e.g. dental care) excluded from the statutory benefit package funded by the national health system.

The contemporary role of the Federation for/to the co-operative movement The Federation brings together 273 000 individual members organised in 533 co-operatives (respectively, 501 co-operatives and 32 affiliated entities) from all co-operative sectors.

The Federation employs 187 persons, of which 92 are women and 95 men (FTC Assembly, 2014). The effectiveness of the Federation governance and its decision making process is significantly affected by the formal and informal professional and social networks that the co-operators have been able to build. During the review we examined the role of the elected persons and director's networks at several levels, inside the Federation and inside the federated co-operatives. These cooperators have been defined as persons having an elected position in the governance bodies who are not involved in the daily management or having an executive position in the affiliated co-operatives or consortia.

Networks may be valuable to the Federation for the following reasons: first, connections with (peer) co-operatives through board members and directors enable a co-operative or consortium to gain access to information, even prior its public disclosure. Such information is especially valuable when co-operators are planning strategic alliances or expanding into new markets or businesses. Early notice of critical business changes allows the co-operatives to reconsider and adjust their own strategy in time. Furthermore, co-operators with strong networks are reputable figures in the local community with access to politicians, employers' organisations, and regulators.

Networks do not only increase co-operator's influence, but they also bring additional skills, knowledge, and information to the co-operatives and to the Federation which may lead to better governance and performance improvements. Thus, a large network reflects information, reputation and experience, and can be regarded as a guarantee of the FTC quality. Formal connections and relationships can be built for different purposes: accumulating managerial discretion and governance power which could enable the co-operator to influence board decision-making or to collect and share information among other actors and federated co-operatives.

While the former function can be measured by adjacent or direct connections, the latter may be represented by the distance of indirect connections as a proxy of the information-oriented network. However, these two functions are not exclusive: direct measures expressing influence and managerial power also capture information collection ability that could influence many downstream (indirect) activities that benefit the governance of all co-operatives (Hendrikse & Feng, 2013).

## SECTION 4

# MINISTRY OF NATIONAL EDUCATION AND GOVERNOR'S LOCAL AGREEMENTS AND PROTOCOLS

*Şenay Kızılkum, Ebru Söğüt & Kadir Kılıç*

In the age of information and technology, which is the last point of humanity, the qualities of the human power to take part in the process have also changed. The social development move that societies will make in order not to lag behind the times and to compete with the world, will be achieved with qualified manpower in the economy to reach the level that will meet the needs of the age. The training of this needed manpower will be possible with education. With the education regulations that the age needs, the economic market, where fierce competition is experienced, will also have the chance to stay ahead of the competition with its qualified manpower. The workforce with the necessary equipment and qualifications has become important not only on a local basis, but also in the globalizing world. The quality of education and its response to needs directly affect economic and social development. Being included in business life is a right for humanity, as well as an important factor in finding the direction of an individual's social life and being included in society. Being involved in business life also contributes to the acquisition of a social environment and socialization of the person by adding a material value to the person. Since the place where the individual spends the most time in daily life is the work environment, other areas in life are determined according to this area. In other words, a large part of life is shaped by business life. It is a scientific fact that work also gives an identity to the individual and other identities are shaped according to this identity. At this point, business life has a very important place in order for individuals with intellectual disability who can work to continue their lives in a quality way. Participation in business life can be a means of providing financial opportunities to the person, as well as enabling them to take part in social life.

Disabled individuals want to be employed in jobs suitable for them in order to contribute to the society by producing in order to sustain their lives like other

individuals, but they encounter many obstacles in this regard. At this point, legal regulations have been made in many areas in our country. These regulations have provided relatively easy employment for the disabled. The first regulation regarding the employment of the disabled in our country is quite old. Regarding the responsibility of employing disabled people, it is regulated by Article 13 of the Maritime Labor Law No. 854 adopted on 20.04.1967. In this article, it is stated that "The employer or employer's representatives within the scope of this law are obliged to employ disabled and ex-convicted seafarers in their workplaces in accordance with the provisions, principles, measures and conditions of the Labor Law and the related regulation". Regarding employment in Article 50 of the 1982 Constitution, "No one can be employed in jobs that do not comply with their age, gender and power. Minors and women, as well as those with physical and mental disabilities, are specially protected in terms of working conditions. In addition, according to Article 61/2 of the Constitution, the state is given responsibility for providing the necessary tools for the reintegration of the disabled with the provision that "the state takes measures to ensure the protection of the disabled and their integration into social life". Article 30 of the Labor Law No. 4857 has made it legally obligatory to employ disabled personnel not only for the public sector but also for the private sector. There is also a criminal sanction for avoiding this legal obligation. Employers are obliged to employ 3% of disabled or ex-convicts and detainees. This rate is 4% for public institutions. It should not be forgotten that "work" for the disabled is not just a job. It is the bond he will establish with the reality of life. It is a tool through which he can feel that he is a "respectable" part of the society and that he can respect himself. It is a right that will prevent him from spending his life inside the walls, abandoned to the mercy of his family. This is also a requirement of being a state and having a social conscience. In our country, legal regulations in this field are based on very old years and each period maintains its place and importance in the development plan of our country. Despite this, the desired point in employment has not been reached. At the beginning of the policies that should be produced for the disabled, new employment policies at both national and local level come to the fore in order to bring the disabled to working life. For this reason, public, civil society, university and industry collaborations gain great importance, and it is necessary to formalize these collaborations with protocols to be

prepared and mutually signed According to the Turkish Language Institution (TDK), the word protocol, which has various meanings, has passed into our language from the French “protocole” and means “the document signed at the end of a meeting, session, investigation, the minutes of the agreement made between diplomats”.

Protocols are contracts signed between two parties. The agreements signed between the two institutions, in which the purpose, scope and all other rules are determined, are called protocols. Protocols can be made between two institutions or between more than two institutions. Protocol periods are usually made to be valid for two years, but this period can be extended or shortened if desired. If the situations specified in the protocol in writing by the parties do not occur, the protocol may be terminated unilaterally or bilaterally.

Protocols are a legal text that supports inter-institutional cooperation and ensures that business and transactions are carried out in a healthy way. They are the texts that define the work and determine the purpose, as well as the duties and responsibilities of the parties. They are texts that need to be carefully prepared and are binding. They are texts that eliminate disputes between the parties.

Protocol texts, which are prepared carelessly and without attention and lack legal basis, can put institutions in a difficult situation. It should not be forgotten that the prepared protocols cannot contain regulations contrary to international law, conventions, constitution, laws, decree laws, regulations and circulars.

Protocols must comply with current legal regulations. The purpose of the protocols should be regarded as texts supporting inter-institutional cooperation that are not regulated or contrary to laws, regulations, circulars, and should not contain illegal regulations. Accordingly, the protocol preparation should be as in Annex-1 with the issues to be considered.

### **Annex-1 Guide to Preparation of Sample Protocols**

# **PROTOCOL PREPARATION GUIDE**





# CONTENTS



<b>Study Program. ....</b>	<b>3</b>
<b>Protocol Preparation .....</b>	<b>4</b>
<b>Format of Protocol Text .....</b>	<b>13</b>
<b>Protocol Draft... ..</b>	<b>14</b>

# STUDY PROGRAM



## **1. RECOMMENDED PROTOCOL STUDY**

Institutions or organizations that want to make a protocol, with an official letter stating the content and purpose of the protocol, state that they want to make a protocol. they report.

## **2. PROTOCOL STUDY PROGRAM**

After the request for a protocol is received by the partners, the Protocol Evaluation Commission convenes and decides whether the protocol can be made or not. If it is decided to make a protocol; The institution or organization that wants to make a protocol is asked to prepare the protocol draft.

The draft protocol prepared is examined by the Protocol Evaluation Commission and submitted to the director of the institution or organization after making the final corrections.

After the approval of the managers of the partners, the protocol is signed between the parties.

# PROTOCOL SECTIONS



## PROTOCOL SECTIONS

In this section, information about the general structures, contents, and formats of the protocols is given.

The protocol consists of the following elements:

1. Cover
2. Purpose
3. Scope
4. Basis
5. Parties
6. Abbreviations and Definitions
7. Obligation

Let's see the protocol preparation process on an outline:

# PROTOCOL COVER

## COVER:

In the upper right corner of the cover is the logo of the institution or organization that signed the protocol. In the middle of the cover, the name of the parties and the subject of the protocol are written in Times New Roman theme font, in capital letters, and in 18-point characters. On the lower middle part of the cover, the name and year of the month, in which the protocol was signed, are written in 12 points.

Below is an example of the protocol cover:

INSTITUTION  
LOGO

INSTITUTION  
LOGO

MINISTRY OF EDUCATION  
GENERAL DIRECTORATE OF LIFE LONG LEARNING  
WITH .....

BETWEEN  
SPECIAL EDUCATION  
COOPERATION PROTOCOL

..... , 2022

# PURPOSE SECTION

## **PURPOSE:**

In this section, the purpose of the protocol is briefly stated.

Below is an example of protocol intent:

## **PURPOSE**

### **Article 1.**

The purpose of this protocol is to increase the qualifications of the employees in our country in cooperation with the Ministry of National Education General Directorate of Lifelong Learning and ..... to ensure that those who will participate in employment receive certificates by providing vocational training.

# SCOPE SECTION

## **SCOPE:**

In this section, it is stated which principles and procedures will be applied in the execution of the protocol.

Below is an example of protocol scope:

## **EXAMPLE:**

### **SCOPE**

#### **Article 2.**

This protocol is signed by the Ministry of National Education, General Directorate of Lifelong Learning ..... It covers the principles and procedures related to increasing the qualifications of the employees in our country, vocational training and certification of those to be employed.

# BASE SECTION

## **BASE:**

In this section, it is stated that the protocol was prepared on the basis of which law, regulation and decree.

Below are examples of laws, regulations and decrees that should be written in the reference section:

## **EXAMPLE:**

### **BASE**

#### **Article 3.**

This protocol

- National Education Basic Law No. 1739,
- Vocational Education Law No. 3308,
- Decree Law No. 652 on the Organization and Duties of the Ministry of National Education,
- Vocational and Technical Education Regulation,
- Regulation on Non-Formal Education Institutions of the Ministry of National Education,
- It has been prepared on the basis of the Movable Goods Regulation.
- Vocational Education Law No. 3308,
- About the Organization and Duties of the Ministry of National Education No. 652  
Decree-Law,
- Vocational and Technical Education Regulation,
- Regulation on Non-Formal Education Institutions of the Ministry of National Education,
- It has been prepared on the basis of the Movable Goods Regulation

# PARTIES SECTION

## **PARTIES:**

In this section, the names, open addresses, telephone and fax numbers and internet addresses of the parties who will sign the protocol are indicated.

Below is an example of how to indicate the parties.

## **EXAMPLE:**

### **PARTIES**

#### **Article 4.**

The parties to this protocol;

- a) Ministry of National Education General Directorate of Lifelong Learning  
Technical Schools / Ankara Phone: 0312 212 99 56 Fax: 0312 212 99 58 b)

.....



# ABBREVIATIONS AND DEFINITIONS

## **ABBREVIATIONS AND DEFINITIONS:**

This section contains abbreviations and definitions in the protocol. Here is an example of how to specify abbreviations and definitions:

## **EXAMPLE**

### **ABBREVIATIONS AND DEFINITIONS**

#### **Article 5.**

MNE	:	The Ministry of National Education,
LLVTC	:	General Directorate of Lifelong Learning, Vocational Training Centers,
PEC	:	Public Education Centers,
Institute	:	Maturation Institutes,
means.	:	

# OBLIGATIONS SECTION

## **OBLIGATIONS:**

In this section, the obligations of the parties to the protocol are specified in detail. Below is an example of how to specify obligations.

## **EXAMPLE:**

### **OBLIGATIONS**

#### **Article 6.**

##### **6.1. Obligations of LLVTC:**

- 
- 

##### **6.2. Obligations of Provincial/District National Education Directorates:**

- 
- 

##### **6.3. Obligations of HEM, MEM and Institutes:**

- 
- 

##### **6.4. Obligations of Firms, Institutions or Organizations:**

- 
-

# YÜRÜTME VE ÇEŞİTLİ HÜKÜMLER

## **EXECUTION AND VARIOUS PROVISIONS:**

This section contains various provisions regarding the execution of the protocol.

An example of this is given below.

## **EXECUTION AND VARIOUS PROVISIONS**

### **Article 7.**

..... \_ \_

### **Article 8.**

In the courses, no fee will be charged from the trainees/students under any name.

### **Article 9.**

If deemed necessary by the centers, additional protocols can be made.

### **Article 10.**

This protocol is valid for 2 (two) years, and LLCTV can use its right to terminate the protocol unilaterally if it deems necessary.

### **Article 11.**

Matters that are not included in the protocol, firstly according to the relevant legislation, if not, within the framework of the rules of goodwill, mutual understanding and reconciliation between the parties. is resolved.

### **Article 12.**

This protocol is .... consists of article and ..... pages, ..... / /2022

It was signed in three copies on the date of

# FORMAT OF THE PROTOCOL TEXT

## 1. Page layout

In the text of the protocol, 4 cm from the left edge of each page and 2.5 cm from the other edges (bottom, top, web) should be left. The text must be aligned to the left and right borders.

## 2. Font to be used, Line Spacing and layout

The protocol is prepared with advanced word processing package programs that can run under the Windows operating system in a computer environment. Printouts are taken from laser or inkjet printers. There are no manual or typewritten corrections, deletions or scrapings in the protocol.

In plain texts, 12 point Times New Roman character is used. The text is written in vertical and regular letters. Bold letters are generally used in headings. However, if it is desired to draw attention to some words or sentences, they are bold and/or italic. writable.

Plain Texts are written with 1.5 spacing. Length (range) from the bottom edge of one line to the bottom edge of the other line, 0 pt before and after is While 1st degree titles are written left justified, 2nd, 3rd, 4th degree titles are written 7 characters (1 cm) indented (like a paragraph). 1 space is left after the 1st degree title; After the 2nd, 3rd and 4th degree titles, no space is left between the title and the text. However, 1 space is left at the end of the text under the title of each degree. Paragraph heads start 7 characters (1 cm) indented. No spacing before or after paragraphs.

Straight lines justify right and left. Two spaces after period, exclamation and question mark; one character space is left after the others.

No heading is written as the last line of the page. If it cannot fit at least 2 more lines, the title is on the next page.

The first line of a paragraph cannot be written as the last line of the page and the last line of the paragraph cannot be written as the first line of the page.

# DRAFT PROTOCOL



*KURUM LOGOSU*

**T.C.  
MİLLÎ EĞİTİM BAKANLIĞI  
HAYAT BOYU ÖĞRENME GENEL MÜDÜRLÜĞÜ  
İLE**

**İŞ BİRLİĞİNDE .....**  
**İLİŞKİN PROTOKOL**

..... 2013

# DRAFT PROTOCOL

## **PURPOSE**

### **Article 1.**

The purpose of this protocol is to cooperate with the Ministry of National Education, General Directorate of Lifelong Learning. To increase the qualifications of the employees in our country in cooperation with to provide vocational training to those who will participate in employment and to obtain certificates.

## **SCOPE**

### **Article 2.**

This protocol is signed by the Ministry of National Education, General Directorate of Lifelong Learning ..... in cooperation to increase the qualifications of the employees in our country, the principles and procedures related to the vocational training and certification of those to be employed. covers.

## **BASE**

### **Article 3.**

This protocol;

- National Education Basic No. 1739 law,
- Vocational Education No. 3308 law,
- Law No. 652 on the Organization and Duties of the Ministry of National Education Decree,
- Ministry of National Education Regulation on Non-formal Education Institutions, Ministry of National Education Vocational and Technical Education regulation,  
prepared in accordance with its terms.

## **PARTIES Article 4.**

The parties to this protocol;

- a) Ministry of National Education General Directorate of Lifelong Learning  
Technical Schools / Ankara Phone: 0312 212 99 56 Fax: 0312 212 99 58
- b) .....

# DRAFT PROTOCOL

## ABBREVIATIONS AND DEFINITIONS

### Article 5.

In this protocol;

NEM	:National Education the Ministry,
LLGD	:Lifelong Learning General the Directorate,
VET	:Vocational Education Centers,
PEC	:Public Education Centers,
Institute	:Maturation Institutes,

expression it does.

## OBLIGATION

### Article 6.

#### 6.1 LLGD Obligations:

**6.1.1** To inform the governorships (national education directorates) of the protocol and to publish the education program related to the education to be made within the scope of this protocol in the e-widespread automation system. to ensure.

**6.1.2** . To give an opinion on the problems that cannot be solved on site during the training.

#### Provincial/District National Education Directorates Obligations:

**6.2.1.** The courses to be opened within the scope of the protocol, the execution and supervision of all kinds of works and transactions related to the activities to be carried out in accordance with the legislation. is responsible.

**6.2.2.** Banners, pennants, brochures, books, etc. to be used in the promotion and training activities to be carried out within the scope of the protocol. To ensure that the necessary approval is given by checking the compliance of the material with the relevant legislation.

# DRAFT PROTOCOL

## **6.3. VET, PEC and Institutes Obligations:**

**6.3.1** To prepare the activity calendar of the course in cooperation with the institution or organization.

**6.3.2** Bullet in the center arrangement in case, theoretic And practical training  
To make the physical space necessary for education ready for education.

**6.3.2** If required and requested by the institution or organization, it is agreed with the institution or organization to assign a sufficient number of teachers to the course. to ensure.

**6.3.3** To cooperate with the institution or organization in order to determine and supply the consumables to be used in the course according to the training program.

**6.3.4** of the trainees; Keeping their records, attendance-absences and cooperation with the institution or organization regarding these issues to do.

**6.3.5** Necessary assistance to the instructors to be appointed by the institution or organization to do.

**6.3.6** Follow-up and control procedures necessary to ensure that the curriculum is prepared and implemented in accordance with the legislation. to do.

**6.3.7** Giving a certificate of success through the e-widespread system to those who successfully complete the courses, in cooperation with the company, execute.

**6.3.8** In case of need, in agreement with the company, the technical teachers working at the center / school will be provided with the necessary opportunities for compliance training at the required level in order to enable them to apply applied training programs. to ensure.



# DRAFT PROTOCOL

## **6.2. Firm, Institution or Organization Obligations:**

6.2.1 Collaboration with the center managers in identifying the trainees who will participate in the course together with the center management, following their records and ensuring that the trainees continue their education and comply with the center discipline rules. to do.

6.2.2 To provide machinery, equipment, materials, tools and application tools that are not available in the center but are necessary for practical training in the course.

6.2.3 Duplicating the course notes and training documents needed for the course as much as the number of trainees and delivering them to the central directorate where the course is opened, preparing the course notes and meeting the royalty fee if deemed necessary.

6.2.4 To provide the work clothes that the trainees will use during the course, to provide free lunch and / or dinner during the course.

6.2.5 All kinds of technical books, catalogues, continuous publications etc. related to the field of the courses. to the center by providing the document to give.

6.2.6 In case of damage to the center's fixtures, training equipment and other goods used in the courses, to have them repaired or to provide new ones with the same characteristics and deliver them to the central directorate.

6.2.7 In case of need, adaptation training to the workshop and vocational course teachers working in the center according to the calendar and program to be determined by the Ministry. to give.

6.2.8 If necessary, the transportation and accommodation expenses of the General Directorate personnel who will participate in the meetings, examinations and observations to be held at the course site by the General Directorate officials, within the scope of the provisions of the Civil Servants Law No. 657 and the Allowance Law No. 6245. to meet.

6.2.9. Payments of the course participants related to insurance business and transactions during the course. to meet.

6.2.10. At least once a year by preparing the Implementation Report to LLL it sent.

## **EXECUTION AND MISCELLANEOUS PROVISIONS**

### **Article 7.**

The institution or organization that is a party to the protocol cannot transfer its obligations and powers in the protocol to another real or legal person under any name.

### **Article 8.**

Programs approved by the General Directorate and available in the e-widespread automation system will be used in the courses.

### **Article 9.**

Organisation either in establishment, to trainings will attend charge under no name from those will not take.

### **Article 10.**

If deemed necessary by the centers, additional protocols can be made.

### **Article 11.**

This protocol is valid for 2 (two) years and LLL uses its right to terminate the protocol unilaterally if it deems necessary. At the end of the period, the protocol automatically terminates; However, at the end of the protocol, the continuing courses are completed.

### **Article 12.**

Matters that are not stipulated in the protocol are resolved within the framework of the rules of goodwill, mutual understanding and reconciliation between the parties.

### **Article 13.**

This protocol consists of 13 (thirteen) articles and five



pages. is,

..... /. ..... It was signed in three copies on /2013 and entered into force. has entered.



**Bağımsız Yaşam İçin İstihdam**