



# **N 28 MANUAL DRAFT VERSION**

## **Supported Employment in Turkey (TR)**

LIFE LONG LEARNING PROGRAM  
Leonardo da Vinci / Transfer of Innovation

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## Table of Content

1. Foreword.....	4
2. Fundamentals and Elements.....	6
2.1. The beneficiaries.....	7
2.3. Implementation and Service Providers .....	10
3. Process and Methodology of Supported Employment .....	11
3.1. Stage 1: Client engagement.....	12
3.1.1. National challenges.....	13
3.2. Stage 2: Vocational Profiling .....	14
3.2.1. National challenges.....	15
3.3. Stage 3 + 4: Job Finding and Employer Engagement.....	16
3.3.1. National challenges.....	18
3.4. Stage 5: On and Off the Job Support/ Career development.....	19
ANNEX.....	23
I. Specification of support possibilities in Turkey .....	23
II. Preparing a CV .....	24
III. Case studies .....	26

## T-EST Core- Partner Organizations

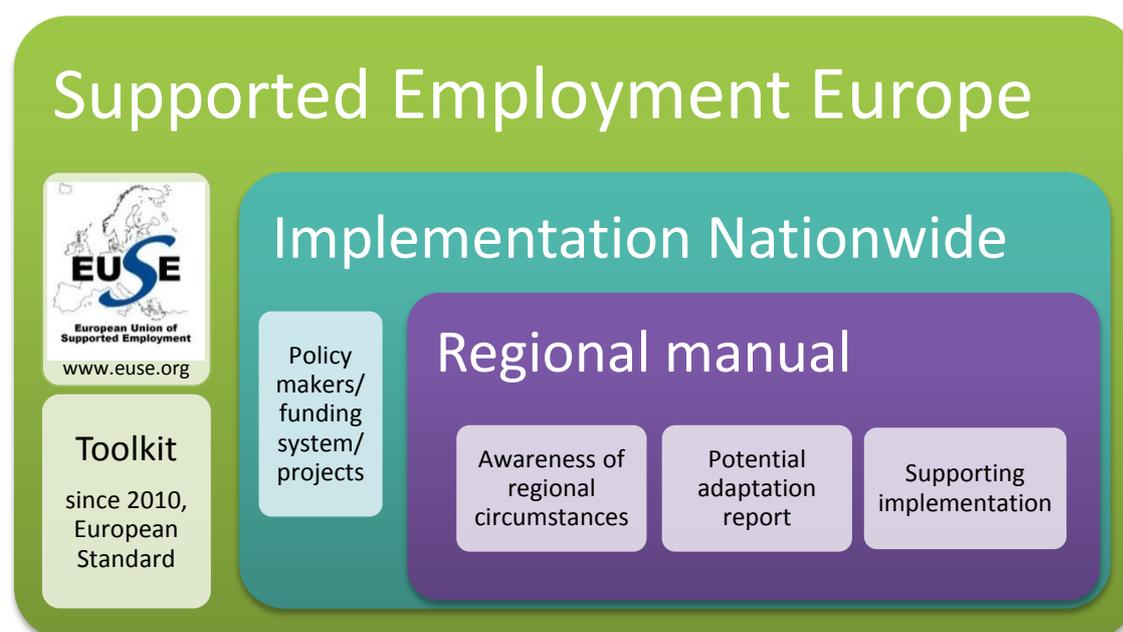
Country	Organization
<b>Austria</b>	Jugend am Werk Steiermark GmbH
<b>Belgium</b>	European Association of Service providers for Persons with Disabilities (EASPD)
<b>Bulgaria</b>	Chamber of Commerce and Industry of Dobrich (CCI)
	Marie Curie Association (MCA)
	Zgura- M
<b>Italy</b>	Formazione Co&So Network
<b>Romania</b>	Directia Generala de Asistenta Sociala si Protectia Copilului Harghita (DGASPC)
<b>Turkey</b>	Altinokta Körler Dernegi Ankara Şubesi
	Konak District Governorship

## 1. Foreword

*T-EST – Transfer of Employment Support Tools for People with Disabilities* is a Leonardo da Vinci/ Transfer of Innovation project funded with the financial support of the Lifelong Learning Programme of the European Commission. It is one of the key areas of the European Disability Strategy 2010-2020 to allow full accessibility to education as well as to the labour market for people with disabilities. The T-EST project aims to transfer Supported Employment (SE) approaches and tools to countries that lack efficient vocational support services for people with disabilities, especially to Bulgaria, Romania and Turkey. The baseline product for planning and implementing Supported Employment in the three transfer countries is the Supported Employment Toolkit, which was developed within a Leonardo da Vinci Partnership project. The aim of this partnership was to define the main values, principles and standards of Supported Employment providers in Europe and determine the professional best practice in working with people with disabilities in order to achieve a paid working place. On the basis of these European values a transfer of the SE concept should be core aim of the T- EST project.

In accordance with the project's objectives the national backgrounds were ascertained with regard to employment support for persons with disabilities and the adaptation needs of a manual for an implementation.

How to use this manual?



This chart above should show the way of using this current manual. Supported Employment (SE) has been successfully used in different European countries since the late 1980's. The EUSE (European Union of Supported Employment)<sup>1</sup> formed in 1993 provides a Toolkit<sup>2</sup> of SE which can be seen as a common basis of working with people with disabilities in order to achieve paid and secure working placements for them. The Toolkit, achieved through a European partnership collaboration, was written in 2010 and aims to a Europe- wide consensus of SE. This European values, standards and principles are the methodological superstructure for national implementations of SE services.

For nationwide implementation of SE services funding systems of social services and support systems of service providers have to be developed. Especially policy makers are asked to further this kind of support services for people with disabilities. The Toolkit of SE points out how to convince policy makers and describes it in an own chapter (EUSE Toolkit, 2010, p. 44- 46).

This current manual is created to use it on a regional level to implement SE services. What are the regional circumstances for employing people with disabilities? At first the T-EST project team has been conducted a study to identify the national backgrounds with regard to employment support for persons with disabilities in the transfer countries and the adaptation needs of the toolkit. To assure a successful and effective transfer and implementation of the SE concept have included parts of this investigation in this current manual to see the national context (in subchapters "*national challenges*").

This current manual still refers to the original EUSE Toolkit, but can be described as a practical, national conception for SE implementation and united SE principles with national circumstances. Therefore it is not an adaptation of the original toolkit, but a practical application for Turkey.

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<sup>1</sup> <http://www.euse.org/> (23.09.2013)

<sup>2</sup> <http://www.euse.org/supported-employment-toolkit-2/EUSE%20Toolkit%202010.pdf/view> (23.09.2013)

## 2. Fundamentals and Elements

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*“Supported Employment is a method of working with disabled people and other disadvantaged groups to access and maintain paid employment in the open labour market”*

(EUSE Toolkit, 2010, p. 9)

This approach for people with disabilities involves the concepts of empowerment, social inclusion, dignity and rights for individuals. Main fundamentals are: individuality of each person with disability, respect, self-determination, possibility of informed choices, empowerment, confidentiality, flexibility of Supported Employment providers and full accessibility to their services on all levels.

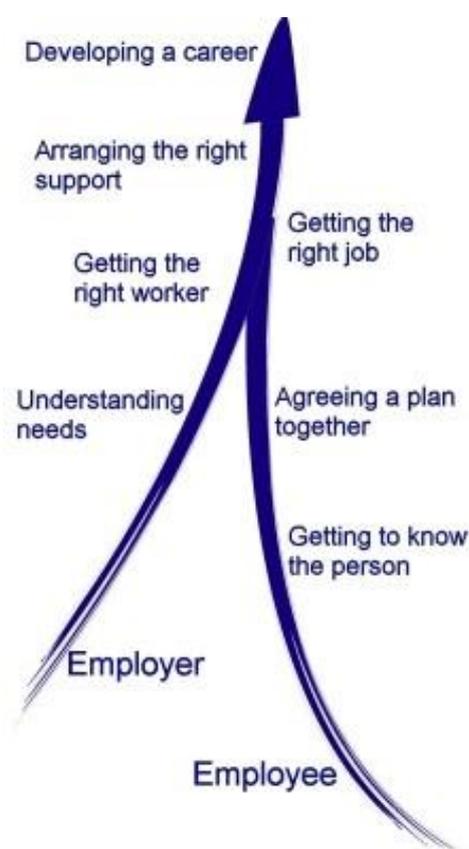
The access to work is a basic human right for all people and especially the UN convention on the rights for people with disabilities mentions that states has the responsibility to assure *“the right of persons with disabilities to work, on an equal basis with others; this includes the right to the opportunity to gain a living by work freely chosen or accepted in a labour market and work environment that is open, inclusive and accessible to persons with disabilities”* (UN Convention, 2006, Art. 27/ 1, p. 19). Equal basis means same conditions as other state members including payment at a contracted going rate, equal benefits, safe working conditions and opportunities for career development. The achievement of paid work for people with disabilities is one of the most important principles of the SE approach. Equal payment and equal possibilities as an achievable goal for people with disabilities in the same way as it is for not disabled people in our society. From the perspective of the EUSE, the three main basics of SE are **paid work** (as opposed to working experience placements, job tasters, voluntary work, vocational training), **open labour market** (regular employments private/ public), **ongoing support** (on a needs basis for employee and employer). An ongoing support refers to a support during job seeking, employment and progress in an existing working place. It is important to identify natural support in a real working environment in order to achieve an inclusion in the respective company.

The general topic is to follow a “place- train- maintain” strategy rather than the “train- place” methods of other supporting services, because training and learning of skills is more efficient in real context of a company. The motivation of the people with disabilities is also higher if they are employed from the beginning. Many people with disabilities don’t have a lot of vocational experiences or have not been in employment ever, so as an instrument of achieving a paid job **working experience placements** can be helpful. They *“should be viewed as a means to an end and not as the end result”* (EUSE Toolkit, 2010, p. 26).

## 2.1. The beneficiaries

The model of Supported Employment is a flexible and continuous process, designed to meet all anticipated needs from all the customers of the SE providers. During the SE process beneficiaries are on the one hand people with disabilities, supported by getting a working place or maintaining one, and on the other hand the possible employers of the people with disabilities.

**Figure 1:** Differing customers' needs<sup>3</sup>



In order to achieve a successful inclusion of people with disabilities on a work place, to be effective and sustainable the SE process has to keep in mind both needs (employees and employers). It is important to understand the fears and the resulting needs of the employers and getting the right worker for them. The arrangement of the right support during the hiring is needed and special support offers could include “*disability awareness training, knowledge of government support/ funding programmes and practical solutions to health, safety and disability employment issues*” (EUSE Toolkit, 2010, p. 32). As well the job support of the person with disability and its co-workers has to be planned in agreement with both beneficiaries. This job support directly at the working place of the person with disability is strongly linked with the company environment and the given space for the training at the working place. For instance it is important

to consider how long it is allowed staying in the company for the SE worker; who has to be asked for; who is responsible for answering questions; etc. So planning of training at the working place can not be separated from the employers<sup>4</sup> and co- workers (colleagues at the workplace of the person with disability). The cooperation with these beneficiaries is obligatory.

<sup>3</sup> <http://base-uk.org/bases-history-aims-and-structure/about-supported-employment> (28.06.2013)

<sup>4</sup> „a person, business or public body that employs workers. In the context of Supported Employment this term is used for a person, business or public body that is actively involved in the Supported Employment process in order to employ a person with a disability or disadvantage or to maintain the work for this person” (EUSE Toolkit, 2010, p. 114)

The aim of SE services is a secure long term sustainable employment of people with disabilities. A right “job matching” (individual strengths and needs matched with the requirements of the job) is done correctly if it leads to a win-win-situation where both, employer and employee achieve their goals. Work experience placements<sup>5</sup> can be seen as a tool to help individuals to find and maintain a paid job (see, EUSE Toolkit, 2010, p. 23) or preparatory (vocational<sup>6</sup>) trainings for people with disabilities can also be useful and effective activities, which influence directly or indirectly the way of getting a secure and paid job in the open labour market.

SE services are directed to both beneficiaries and of course beside a good preparation of the person with disability also possible employers should be convinced about an employment of people with disabilities. For instance an awareness of the benefits for employers should be raised by the SE service providers: free support from SE service providers, free advice concerning disabilities and inclusion, sensitization of co-workers, guidance through financial funding systems, support during the job matching period, etc. Of course there is as well a positive impact on the current team and the employment of a person with disability can also be seen as a promotion of the company`s social responsibility. Experiences of other European countries and a lot of positive case studies show the high productivity and efficiency of people with disabilities in their working places. If job matching and team integration are appropriate, there is in most cases no performance difference from the person with disability to his/ her co- workers.

Supported Employment is a *“proactive, individual- orientated method to enable people with disabilities access their right to work”* (EUSE Toolkit, 2010, p. 47) and has to be a core topic for all policy makers in all European countries. There is as well a position paper from the EUSE to reach policy makers (EUSE Toolkit, 2010, p. 44) and to convince them about the advantages of SE methods.

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<sup>5</sup> „Are unpaid and can be for any amount of hours per week. A work experience placement should be time-limited to avoid exploitation of the job seeker and EUSE would recommend that 8-12 weeks is a sufficient time period to meet the objectives of the placement” (EUSE, Toolkit, 2010, p. 118)

<sup>6</sup> „vocational education or training prepares persons for jobs that are based on manual or practical activities, traditionally non-academic, and totally related to a specific vocation” (EUSE Toolkit, 2010, p. 118)

## 2.2. Regional legal framework

In order to get an overview of the possibilities for people with disabilities at the open labour market, it is also important to have an eye on legal framework in the country. In this chapter we will summarize main points for Turkey in order to focus on the key issues during an assistance support for people with disabilities on their way to employment.

Employment is a **constitutional right** for all in Turkey. According to Disabilities Act (5378)<sup>7</sup> choosing a profession and getting vocational education can not be restricted for the people with disabilities. According to statistics<sup>8</sup>, in Turkey, there are about 8.5 million people with different physical and mental disabilities which account approximately 12.3 % of the total population. 58,6 % of them are male, 41,4 % are female. According to Disabilities Act, discriminatory practices against persons with disabilities can not be used during technical evaluation, selection process and hiring, and in terms of proposed working hours and conditions or in job application forms. Employment of the people with disabilities that are difficult to reintegrate into the labor market, will be primarily provided through **sheltered workplaces**. The Disability Act gives responsibility of vocational rehabilitation of disabled people to related organizations and local governments. Turkish Employment Agency provides fund for the projects focusing on vocational training, rehabilitation and employment of disabled people, as well for sheltered workplaces<sup>9</sup>.

**Quota arrangements** are common to stimulate the employment of persons with disabilities. Turkey's legislation specifies that private businesses with 50 or more workers have to employ 3% PWD and public offices have to employ 4% PWD.

Employers of people with disability also can get **financial support** from the government in Turkey. It is important to check out this financial information for the employers in order to raise their interest of employing a person with disability. For current information of financial support for employers look in the annex of this manual.

A special cooperation partner in Turkey is the Turkish Employment Agency. Companies who want to hire a person with disability should apply to Turkish Employment Agency (IŞKUR)<sup>10</sup> where all unemployed people with disabilities registered. IŞKUR matches the supply and demand of workforce.

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<sup>7</sup> <http://www.ozida.gov.tr/ENG/?menu=legislation&sayfa=act> (07.11.2013)

<sup>8</sup> [www.tuik.gov.tr](http://www.tuik.gov.tr) (07.12.2012)

<sup>9</sup> "are adapted workplaces especially for the employment of severely mentally and physically disabled people" (T-EST Report N25, p. 3)

<sup>10</sup> <http://www.iskur.gov.tr/> (07.11.2013)

### 2.3. Implementation and Service Providers

In order to achieve a good quality in working with Supported Employment methods, it is needed to have right SE providers and workers to reach the aim of employment for people with disabilities. SE workers are faced with different roles within their daily working routine. Beside training and guidance skills to support people with disabilities, they also have to do networking, marketing, mediation and have to be equipped with employment law knowledge in order to inform employers and employees. SE worker's attitude towards his beneficiaries has to be customer orientated. Self-determination and empowerment are two key features in working with the people with disability and lead to an assistance attitude towards them. This concretely means enablement of independence and assistance only when it is needed.

In some European countries, like in Austria, the tasks of the SE workers are splitting in two specialized roles. First the *SE worker* is responsible for looking for a job and does the job matching between employer and person with disability. If the work on the new working place of the person with disability starts, the on-the-job support from a specialized *JobCoach*<sup>11</sup> starts. There is a strong link between them and of course a good cooperation is needed. In other countries SE workers are undertake both working fields and include the JobCoach-tasks in their work. The point to highlight in this manual that it is important to discover how it will work best for Turkey, because services always redevelop and should be seen flexible. In comparison with other European countries Austria has limited **support durations** in Austria (max. 1 year SE worker; max. 6 months JobCoaching), so the funding system restricts the support possibilities in terms of time. Other countries don't have this time restrictions and it is important to keep it in mind when it comes to project applications for SE services.

Country **funding structures** are also different. Some support systems are organized in a top-down structure, like in Austria where the federal social service offices as contracting entities give an assignment to support services. In other countries SE services are funded by regional, municipal entities and can be described as bottom-up structured. The possible and best way for Turkey has to be found.

The main focus of the manual lays on the attitude of the SE workers towards people with disabilities, their working possibilities and the setting of being an assistant, but for a project implementation it is important to keep frameworks in mind as well.

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<sup>11</sup> „EUSE defines JobCoach as a role specific to providing in-work support and this term is therefore only applicable to a part of the Supported Employment process” (EUSE Toolkit, 2010, p. 115)

### 3. Process and Methodology of Supported Employment

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Supported Employment can be described as a five stage process, which is flexible and orientated on the individuals' needs and abilities. The EUSE Toolkit for SE provides basic and useful information concerning these five stages, gives advices and tips regarding to methods in this working field and it is not definitive but rather *"illustrative of the process and methodologies to be considered in the delivery of Supported Employment services"* (EUSE Toolkit, 2010, p. 53).

Figure 2: Five stage process of SE



In order to reach the implementation of this method in Turkey, we will now discuss all five stages in detail. How to work with people with disabilities against the background of SE principles? How to do a vocational profiling? How to get in contact with possible employers and how to link them to the idea of employing people with disabilities? And finally how can you support people with disabilities directly at their working places?

This manual shows possible ways of working with SE methods, but it is an ideal- typical stage process, which has to be adapted to the service circumstances. Furthermore the attitude towards people with disabilities and their employability is crucial.

### 3.1. Stage 1: Client engagement

In this stage people with disabilities should be informed about their chances, possibilities, rights and possible supports in order to make **informed decisions**. After this stage they would find a decision to the question if they wish to use Supported Employment tools to find a paid working place and further they will have an agreed action plan of the usability of particular services within this SE support. *“The activities in this stage must be relevant, person centred and part of an agreed plan of action to ultimately support the individual into open employment.”*<sup>12</sup> Client engagement will always be different for individuals, but it is important to reach a concrete plan of working together between the job seeker and the SE worker.

First of all a publicity materials are very important for SE providers to the effect that possible job seekers will be prepared for a first meeting or can get information about the SE services and other possible services for them. The **first contact** to the SE provider should be low-threshold, for instance different possible ways of contacting (phone, E-Mail, face-to-face, etc.) should be possible. Within this first contact a face-to-face **initial meeting** should be arranged. After this first contact the co-operation between the job seeker and the service provider will be started in the initial meeting. Ideally this initial meeting is face to face and all needs of the job seeker, the person with disability, has to be considered (social environment, amount of information, length of the meeting, etc.). This session should ascertain all relevant information concerning the person with disability and will include as well information about health, housing, income matters, personal circumstances. Further it is important in this phase to build up trust and respect and to make sure, that all needed information is given by the SE worker. The job seeker has to be involved in and has to give his agreement for all discussions or conversations about this support, even if the SE worker is talking with other stakeholders. The principles of self- determination, empowerment, individuality and respect always have to keep applied.

After such an initial meeting a **planning discussion** will lead to a consensual agreement. For instance „*Personal Future Planning*”<sup>13</sup> can be an appropriate person-centred method of doing such a planning discussion.

Person- centred methods are good methodical tools for working with people with disabilities on their aims and wishes for the future. Especially this person- centred attitude is inevitable for working together with job seekers with disabilities, because what we believe and think about people with disabilities shapes their opportunities in developing and of course the way

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<sup>12</sup> <http://www.euse.org/process> (28.06.2013)

<sup>13</sup> For further information, see: <http://www.inclusive-solutions.com/pcplanning.asp> (28.06.2013)

of assistance we provide. So it is important to reflect: How can we make sure that support services respond to the individual needs of persons with disabilities and help them live included in the community?<sup>14</sup>

Figure 3: Client Engagement<sup>15</sup>



Efficient and understandable communication between job seeker and SE worker is needed during this client engagement phase in order to get a basis for further working together and of course a commitment of an agreed action plan. An **action plan** will include following points: „*What shall be done? Who is responsible for the realisation of the actions? When will the actions be realised? Who will ascertain that the action was realised?*” (EUSE Toolkit, 2010, p. 60).

### 3.1.1. National challenges

In Turkey people with several disabilities get support for caring costs and money from the government. *“Inactivity trap, the comfort of caring fees and disability wages may also lower the motivation of getting employed”* (T-EST Report N26, p. 20). Enlightenment of their possible ways of getting employed or losing their benefits is one of the most important consultant issues in those cases.

Based on the statements of interviewed people with disabilities, they already used assistance from İŞKUR to find a proper job and approaching the employer (see, T-EST Report N26). This organisation in Turkey provides for each person with disability a job consultant, who is responsible for guidance and job counseling, but the direct involvement of the job seeker is low. So to focus on the SE perspective, it is not possible to raise motivation of people with disabilities without their own choice for it.

Client Engagement is crucial for the whole SE process and to identify the motivation of the people with disabilities to work is most important in this stage. The person with disability should make an informed choice after all counselling concerning his/her wish of being supported by finding a working place.

<sup>14</sup> Further information: <http://www.helensandersonassociates.co.uk/> (07.11.2013)

<sup>15</sup> Compare: EUSE Toolkit, 2010, p. 54- 61

### 3.2. Stage 2: Vocational Profiling

In this stage the goal is to **collect all relevant information** from the job seeker, person with disability in order to identify his/her motivation, particular interests, work attitudes, resources and needs of support. It is important to work together with the job seeker, as an active partner, on a realistic view on possible working places and ways for career development. This is a process of getting to know the person with disability in relation to work – expectations, learning needs, former working experiences, job preferences, education history, trainings, personal skills and abilities (daily living skills, communication, social skills, weekly routines, etc.)<sup>16</sup>. A holistic picture of the job seeker is the aim in this stage, as well for the person with disability himself/ herself in order to make appropriate decisions. It is an ongoing discussion between the person with disability and the SE worker and this process needs a few meetings between them. *“The profile informs the practical job finding and makes it more likely that we find a high quality job match.”*<sup>17</sup>

Of course it is important to discuss about **information disclosure**<sup>18</sup> with the person with disability and to find an agreement between the job seeker and the SE worker about it. It is essential to think about new working places in context of the particular disability and what information have to be disclosed, respectively what kind of information have not.

After the collection of the relevant information **career planning and support strategies** are necessary next steps. A realistic view on possible workplaces is important and also a clear view on the support needs on and off the working place of the person with disability. For instance, if legal frames allows, job tasters<sup>19</sup> or working experience placements<sup>20</sup> could be used as instruments of getting a concept of different working situations. For Turkey such ways of job tasting does not exist, but this would be massive achievement on the way of employing people with disabilities. Policy makers have to be informed about the background, main issues and European standards of Supported Employment in order to provide such possibilities for people with disabilities. Sheltered workshops<sup>20</sup>, voluntary work or vocational trainings can be seen as preparatory step for integration in the open labour market, but working experience placements often enables an employment in a company.

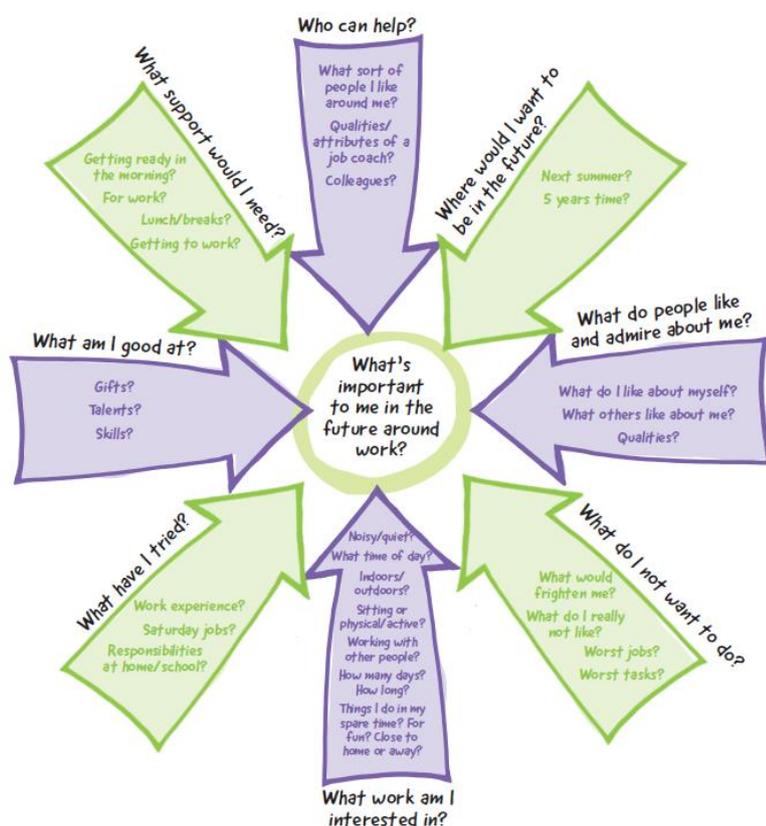
<sup>16</sup> EUSE Toolkit, 2010, p. 77

<sup>17</sup> <http://base-uk.org/bases-history-aims-and-structure/about-supported-employment> (03.07.2013)

<sup>18</sup> *„The individual must give their consent for information to be disclosed and it is important that disclosure provides only information that is relevant to the job situation. For some job seekers it is important to prepare what kind of information is necessary to disclose before approaching employers”* (EUSE Toolkit, 2010, p. 65)

<sup>19</sup> *„short periods [last no more than one week] of usually unpaid work are used in the vocational profiling process for clients with little or no working experience.”* (EUSE Toolkit, 2010, p. 115)

<sup>20</sup> *„provides employment opportunities for people with disabilities or disadvantages. The word sheltered refers to a protective environment, workers can be paid or can receive benefits”* (EUSE Toolkit, 2010, p. 117)

Figure 4: Person- centred arrow template<sup>21</sup>

In this stage it is needed to clarify the support needs of the person with disability. For instance it is possible to use again person-centred materials (Figure 4) to get an idea of what is important for the person with disability in the future work. There are different person-centred methods for vocational profiling, but there exists a lot of differing tools of profiling, which also can be used in this stage. Various questionnaires deal with profiling or especially developed computer tests are as well available.

The consequent next step is the creation of an **action plan** to move on to the “Job Finding” stage. This action plan should include the objectives, responsibilities (job seeker, SE worker, social network of job seeker, etc.), concrete timeline, future achievements and should regularly be reviewed. It is important to involve relevant people in planning this action plan. The responsibilities for each step should be divided and concretely named and all in the action plan included persons should be involved in the planning session. Aims of an action plan have to be in accessible language, concrete, measureable and originated from the consensual discussion. The monitoring of such action plan is needed to ensure the agreed common way and to illustrate alternative possibilities if one aim could not be achieved.

### 3.2.1. National challenges

People with disabilities often have a low level of education and a lack of experiences at the open labour market also makes it harder to achieve a clear view of possible working places. *“The vocational skills and education level of people with disabilities are very low. The employers prefer to employ less disabled ones over severely disabled people”* (T-EST Report N26, p. 20). Maybe a vocational training or job tasters/ working experience placements could be a first step of the integration on the open labor market. It is important to

<sup>21</sup> <http://www.helensandersonassociates.co.uk/media/39678/arrowtempfilledin.pdf> (07.11.2013)

see the differences between training outside of an employment context and support directly at the work place – SE providers should concentrate on paid work and possible ways to achieve it. Drawing attention on this difficult educational/ vocational situation of people with disabilities in Turkey is important; also interviewed experts said *“that the awareness of the employers should be raised. People with disabilities are employed at wrong/unsuitable jobs and as a result of this after a short period they quit”* (T-EST Report N26, p. 20). So focusing on the principles of SE (individual job matching, support when needed, etc.) and raising awareness of possible future employers is crucial.

### 3.3. Stage 3 + 4: Job Finding and Employer Engagement

This is a crucial stage in the process of getting a job for people with disabilities. The process starts with **preparatory work** – accomplish a curriculum vitae, looking for a support network (key players: job seeker, employers, SE workers, funders, family members, social network, service providers) and working on realistic goals in the open labour market (see, EUSE Toolkit, 2010, p. 80). In the annex you can find examples and tips for accomplishing the curriculum vitae. As an advice you should also do an internet research of CV writing in different business areas and keep the question in mind: which kind of company do you want to reach with what kind of CV? The extent of the preparatory work differs for every person and it should be done person- centred like all other stages. This preparatory work might also include training of job interview sessions, working on the image of the job seeker during a job interview and so on.

The figure below illustrates the typical process in between these two stages:

Figure 5: Employment process<sup>22</sup>



The **job search** starts with the analysis of the vocational profile to point out the employment possibilities. Maybe support networks of the person with disability can offer other working fields as well or have contact to possible employers. In this stage the regional labour market opportunities have to keep in mind (regional differences, urban, rural, etc.). The job search

<sup>22</sup> EUSE Toolkit, 2010, p. 80

should accompany with gathering information of these possible companies (size, structure, decision makers or general business information). The focus of the job finding stage should lie on both beneficiaries of SE services, employers and job seekers. Furthermore job search is not only focused on advertised free working placements, but should also include support networks, as mentioned before or as well the offer of job carving possibilities for different companies the job seeker wants to work in. Job carving or job creation means *“a job [that] is created by identifying parts of a job or tasks that the employer needs completing and can be completed by the job seeker”* (EUSE Toolkit, 2010, p. 28). This is a creative task for employers, job seekers and SE workers, because such job descriptions does not exist and might be created for the new employee with disability.

The stage of **“Approaching Employers”** starts with concrete gathering information concerning the companies and their businesses. The way of contacting the employer should be agreed between job seeker and SE worker and is possible differently by letter/mail, by phone, by dropping in, through another person within the company or another way (see, EUSE Toolkit, 2010, p. 83). Meeting the employer is also a matter of agreed action – how is the preparation, who joins the job interview (job seeker alone or SE worker supports the communication) and of course the relevant business language of the employer is needed and therefore communication adapted. Most of all it is helpful to prepare arguments for employers why working with people with disabilities is valuable. For instance it is important to highlight the high performance of the person with disability in the company (referring to CV), the social impacts (working atmosphere, image of the company, advertisement, changed perspective of co-workers concerning people with disabilities, etc.), the support system (free SE worker for consulting, wage subsidies, tax reduces and savings, etc.) or as well personal benefits which will arise for the employer (networking, personal satisfaction, personal experiences, etc.).

A close engagement of the employers helps them to get to know the person with disabilities and the specifics of working together. If the meeting and approach is successful, an agreement between the employer and job seeker concerning the next steps (employment, working hours, beginning, etc.) is needed. Of course if for instance a job interview is unsuccessful, the person with disability should be supported by dealing with these objections. *“Once we secure employer commitment, a job analysis is usually undertaken. This checks out any assumptions made in the job description and thoroughly investigates the job on offer so that we can describe all its aspects and those of the work place, including health and safety.”*<sup>23</sup>

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<sup>23</sup> <http://base-uk.org/bases-history-aims-and-structure/about-supported-employment> (03.07.2013)

A **job analysis** should show a holistic view of the future working place of the person with disability. What kind of duties, tasks, key features (physical, cognitive, emotional, environmental, social, etc.), quality standards, worksite environment, wage, working hours, company culture, transport considerations, accessibility, support opportunities and of course in which way the job seeker can deal these requirements. The general topic is to follow the “place- train- maintain” strategy rather than the “train- place” methods of other supporting services, because training and learning of skills is more efficient in real context of a company (EUSE Toolkit, 2010, p. 23). The motivation of the people with disabilities is also higher if they are employed from the beginning. At this job analysis stage it is important to look at the needs of the employer as well, because now also the employers support tools has to be planned and further implemented.

**Job matching** is the used word for combining the requirements of the employer and the possibilities of the job seeker. *“Successful job matching meets both the job seeker’s and the employer’s needs”* (see, EUSE Toolkit, 2010, p. 115). In some way it is an ongoing process at the on- the- job support stage to point towards ways of carving together different parts of job descriptions for the special abilities of the job seeker. It is important to have a clear communication with all involved partners in order to point out roles/ responsibilities. This job matching period is specific and individual – some jobs don’t have to be adapted, others completely. The willingness of the employer and the whole company (co- workers, environment, etc.) is a necessary precondition to create new working fields in their company.

Concrete agreements between employer and employee are needed to **secure a job** and this agreement includes as well what kind of support from the SE worker is needed. Clarifying the responsibilities and the tasks of all three affected parties is important. Sincerity concerning the needed support of the person with disability, the possible support offer and duration and the details of process for all involved people is inalienable. This agreement of securing the new job leads to the stage of on and off job support and possible career development.

### 3.3.1. National challenges

Companies in Turkey hire people with disabilities more because of fear of legal penalty rather than for the sense of social responsibility. If there is no legal obligation it is hard to reach employers. An active contact between people with disabilities and companies is needed and SE worker could be the linking member. If it is possible to bring companies to the topic “employment of people with disabilities” and if there is a good job matching, it will work. *“Company managers without experience are having doubt about the ability of persons with disability to perform specific task required by the job.”* (T-EST Report N26, p. 26).

### 3.4. Stage 5: On and Off the Job Support/ Career development

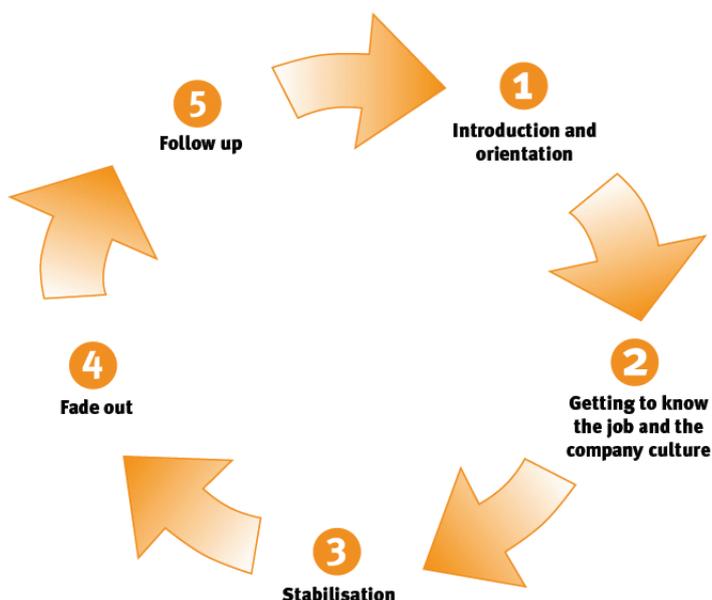
After the job analysis and the agreements towards it the support directly at the working place begins. On the one hand the new employers should be supported as much as needed concerning to their resources/ abilities and on the other hand the employers or exactly the co- workers of the person with disability should be supported to train the new employee and learn to deal with his/her disability. This natural support<sup>24</sup> directly at the working place is very important – first to identify possible supporters, secondly help them to undertake the tasks of mentoring (further definitions, p. 21). The role of the SE worker at the working place has to be defined and should be transparent for all involved people. The support is individually planned, targeted, flexible and of course has to be reviewed on a regularly basis and should help to maintain the job for the person with disability. Job support is often higher at the start of a new job and this time aspect should be calculated in support planning. The amount of support directly at the working place differs from company to company, so the SE worker has to keep in mind company's requirements and his/ her own restrictions (support duration, time possibilities, etc.).

The SE worker should recognize the company requirements, should provide guidance for possible adaptations and *“should be able to provide mediation between the employee, co-workers and the employer”* (EUSE Toolkit, 2010, p. 38). There are two possible ways of support, directly at the work place “on the job” or outside the work place “off the job”. “On the job support” is described later on and the ideal- typical procedure is shown in figure 6 (p.18). If it is needed an appropriate support of the person with disability outside of the working place is also a possible way of external training in order to achieve a better position in the company. Career development is often missed for people with disabilities, but has to keep in mind from the SE worker. Present labour market is characterized by changing working places and not many people stay in the same job their whole working lives. So in order to improve the working position of people with disabilities SE workers should encourage a career development (further training options or increasing the responsibilities at the actual work place).

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<sup>24</sup> „support offered by the co-workers at the workplace, by employers and important others in he persons professional and private network” (EUSE Toolkit, 2010, p. 116)

Figure 6: Process of Job Support (EUSE Toolkit, 2010, p. 94)



In the figure beside a suggested model of actions in this stage is shown. The first **introduction and orientation** period starts at the beginning of the employment of the new employee. Introduction to the co-workers, receiving the tasks and responsibilities, get in touch with the important aspects (organizational, social inclusion, etc.) and involvement of the person with disabilities in the working field. Directly from the beginning of this phase the SE worker should

identify possible natural support (co-workers, supervisors, etc.). The support from the SE worker is planned in order to close the gap between the abilities of the person with disability and the requirements of the working place. This planned support actions have to be transparent for every concerned person and should be reviewed regularly. The general attitude during this first introduction and orientation period is again person-centred, that means there is a focus on the abilities and possibilities of the new employee with disabilities and his co-workers and it can be seen as a work on a development of potentials of all employees.

Getting to know **the job and the company culture** is also a very intensive phase. The aim is to learn/ train the tasks (empowerment to achieve the tasks) and build working relationships with co-workers (be a part of the work team) (EUSE Toolkit, 2010, p. 96). Social inclusion is as much important as practical enrolment. If there are any problems with the tasks or the performance of the person with disability the following strategies could adjust the working place: Job carving<sup>25</sup>, Job stripping<sup>26</sup>, Job enrichment<sup>27</sup>. Of course all three strategies could only be successful if the employer and the co-workers agree.

<sup>25</sup> „the tasks of the new employee are taken from the job descriptions of different existing jobs in the company“ (EUSE Toolkit, 2010, p. 97)

<sup>26</sup> „taking away some tasks from the regular job description that are difficult to do for the employee because of his disability“ (ib., p. 97)

<sup>27</sup> „adding of new tasks to the job description according to abilities of the employee or to foster inclusion in the company“ (ib., p. 97)

In this stage there are different forms of possible support like consultancy, counseling, advice, learning, training, assistance, restructuring<sup>28</sup> and it should keep in mind that both employers and employees should be reached. *“The issues may vary and it is imperative that the Employment Support Worker maintains their professionalism at all times”* (EUSE, Toolkit, 2010, p. 98). An expertise of the SE worker is therefore very important, on the one hand to really know the person with disability he or she is working with and on the other hand to know about all relevant information for all involved partners.

During the **stabilisation** phase the new employee now can perform all tasks correctly. Working together with the co-workers and the possible problems should be discussed with all involved people in regular meetings. The co-workers should be like mentors or natural supporters directly at the working places and should be the direct contact person for the new employee in case of open questions. Mentoring can be defined as *“a one-to-one, non-judgmental relationship in which an individual mentor voluntarily gives his/her time to support and encourage another”* (Home Office, UK, 2001). As well the support of the SE worker can be evaluated and reviewed at this stage – what kind of support was useful, what should be continued? Also the next period should be planned, how long the support will continue/ is necessary and at which moment the fade out<sup>29</sup> period starts.

Empowerment and self-determination are goals of a SE process and therefore a **fade out** of the support at the working place is necessary to achieve them. *“This can be done by encouraging independence at all times and involving co-workers e.g. as mentors”* (EUSE Toolkit, 2010, p. 101). A further contact to the SE worker is possible, if required for instance in case of problems or crises. This stage is directly linked with the **follow up** phase, while the SE worker is available when needed. Maybe if the employee with disability wants to move to a better position in the company in the future, he/she could contact the SE worker again. An ongoing contact to the employers and employees could maintain a positive partnership for common future actions.

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<sup>28</sup> „Apadations can include:

- Help for structuring (symbols, photos, colours instead of writing)
- Supports for orientation (task flow charts, plan, task cards, to do list)
- Technical tools (such as a calculator, talking clock, dictaphone, etc.)
- Help for remembering
- Self evaluation tools (such as self control tools, checklists and competence grids, work diary)”

(EUSE Toolkit, 2010, p. 100)

<sup>29</sup> „In some countries the duration of job support is limited by the funding agency, whilst the concept of Supported Employment states that the support should be available as long as necessary“ (EUSE Toolkit, 2010, p. 100)

This process of job support is also related to maintaining a job of a person with disability, if there are problems in the company or a risk of losing a reached job. So this following up work is also very important. Sometimes a crisis intervention is needed or maybe an ongoing support for the person with disabilities. For instance a person with disability is working at his/her working place for a few years and now a support is needed to learn a new task or he/she needs support outside of the work place (changes in mobility, private circumstances, etc.). Or also training outside of the working place can help to progress the position in the company. Assistance for the employee with disability should be available.

*“Supported Employment services should see career development and job progression as an integral part of the Supported Employment process and seek to resource this activity appropriately.”*

(EUSE Toolkit, 2010, p. 101)

## ANNEX

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### I. Specification of support possibilities in Turkey

Financial measures: Employers who employ more persons with disabilities than the legal requirement of 3%, or hire persons with disabilities although not having an obligation or disabled persons above a reduced working capacity of 80% are subsidized by 50 percent of reduction of social insurance contribution for each disabled worker. The part of reduction is paid by the Treasury. People with disabilities who are active in the labour market, benefit from tax reductions which amount differs according to the degree of disability. This measure is administered by the Ministry of Finance<sup>30</sup>.

In order to be employed in the **public sector** everyone has to take 'public personnel selection examination'. There is a special test called 'disabled public personned selection exam (emss)' for PWD since 2011<sup>31</sup>. The test is for high school graduates, associate degree or bachelors degree holders and adapted to the types of disability of the candidate.

In Turkey there are also private vocational rehabilitation centers which provide vocational trainings as well as physiotherapy and rehabilitation services.

Book recommendation:

Republic of Turkey Ministry of Family and Social Policy (2011): An Analysis of the Labour Market Based on Disability. ISBN: 978-605-4628-38-4. Ankara.

Many existing programs for people with disabilities

<http://www.isdunyasindabendevarim.com/index.asp> (13.11.2013)

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<sup>30</sup> <http://www.maliye.gov.tr/Sayfalar/Eng/AnaSayfa.aspx> (13.11.2013)

<sup>31</sup> <http://www.eyh.gov.tr/tr> (13.11.2013)

## II. Preparing a CV

A Curriculum Vitae (CV) outlines your personal details, relevant skills, experience and qualifications. It is used to help you “sell yourself” to a prospective employer by highlighting your strengths and achievements. The aim of a CV is to get you an interview. Writing and updating a CV is a useful technique during job search as it helps you to keep track of your skills and experience in one document. Putting a CV together can also help you think about what you have done in employment, education or leisure activities.

The two most common types of CV are:

<i>Chronological</i>	<i>Functional</i>
<ul style="list-style-type: none"> <li>• A traditional format where work experience is organised in date order.</li> <li>• Use this if you're staying in a similar field, your job history shows career development or if your last employer's name may be advantageous.</li> </ul>	<ul style="list-style-type: none"> <li>• Emphasises your transferable skills and experience gained, avoiding any reliance on work in date order.</li> <li>• Use this format when changing careers, your skills are more impressive than employment history, or you have had a range of unconnected jobs.</li> </ul>

### *General tips*

- Limit it to a maximum of two sides of A4 – keep it concise.
- Keep it clear and specific – simple language works best.
- Use positive and active language.
- Highlight your selling points clearly.

### *Buzz words*

Through a CV you are saying to an employer “I can do this job” and “interview me”. This means that you need to present yourself in the most positive way possible. One way you can do this is by carefully selecting the words you use to promote yourself. The following work areas and associated words may help when putting together your CV:

### *Coping with routine*

Conscientious, Consistent, Controlled, Coped, Dealt with, Efficient, Managed, Performed.

### *Working with others*

Advised, Co-operated, Counselling, Facilitated, Guided, Managed, Negotiated, Participated, Presented, Supervised.

### *Achievements*

Accomplished, Achieved, Co-ordinated, Created, Developed, Formulated, Revitalised, Recommended.

### *Problem-solving*

Implemented, Improved, Instigated, Interpreted, Initiated, Inspired, Introduced, Investigated.

### *Initiative*

Created, Designed, Developed, Devised, Directed, Established, Formulated, Innovation, Motivated, Negotiated, Organised, Originated.

### *Skills and achievements*

This section of your CV allows you to sell yourself through listing your main skills and experience. You can use the following outline of skills to help you describe your abilities:

### ***Skills with individuals***

Communicate well using the telephone, Persuade or sell to individuals, Deal with customers, Manage and supervise individuals, Delegate work to others.

### ***Skills with groups***

Communicate to small groups, Lead seminars, Perform or entertain people, Persuade a group, Take part in group debates, Brief a team, Chair meetings.

### ***Commercial skills***

Manage or run a business, Spot potential markets, Develop a new business, Design a marketing campaign, Look after customers well, Develop new sales initiatives, Promote or sell by telephone.

### ***Skills with information***

Search for or research, Gather information by interviewing people, Check information for errors/proof read, Analyse information, Organise or classify data, Retrieve information, Write reports.

### ***Physical skills***

Manual dexterity, Ability/strength/speed, Craft/sewing/weaving, Painting/finishing/restoring, Washing/cleaning or preparing, Setting up or assembling, Growing/tending.

### ***Personal profiles***

A personal profile introduces you as an applicant. It is one paragraph outlining your key strengths, achievements and goals. The following examples offer an outline of the different styles you can use:

- A college leaver with excellent computer skills. My college course work and work placements have enabled me to gain good research and presentation skills and an ability to communicate with the general public. I also see myself as an enthusiastic and reliable team player who is willing and able to develop new skills quickly.
- A reliable and conscientious employee with good customer service skills and a proven record of achieving targets and goals, looking to move to a more frontline management role.
- I regard myself as a cheerful and friendly person, who is reliable and trustworthy. I am keen to learn new skills and use my considerable abilities within a garage/car business environment.
- I am currently looking for work in the computer industry. I am very familiar with most aspects of computing and have used computers for many years, and am always confident of learning anything new.

### ***Check your CV***

Your CV has around 10-15 seconds to impress a potential employer. It is vital that you sell yourself effectively by using positive language and by easily highlighting your key skills and achievements.

### III. Case studies

Personal details	Details of working place	Process of employment
<ul style="list-style-type: none"> <li>• Leonie (18)</li> <li>• Learning disability, social and emotional handicap</li> <li>• less support from her family</li> <li>• creative, very sensitive character, emotional unstable personality - motivation depends on her emotional constitution</li> <li>• Based on the vocational profiling - recommendation of an integrative career training</li> </ul>	<ul style="list-style-type: none"> <li>• bookbinding</li> <li>• integrative career training as a bookbinder</li> <li>• further support through a jobcoach</li> </ul>	<ul style="list-style-type: none"> <li>• Assistance started in 11/12</li> <li>• in 11/12 work experience placement in a garden center – without employment</li> <li>• in 01/13 work experience placement in a bookbinding in Graz – no possibility for a career training, but Leonie liked it very much, she decided to get a bookbinder</li> <li>• Through the next months inquiries at several bookbindings</li> <li>• In 3/13 work experience placement in a bookbinding near Graz – which led to an employment</li> </ul>

Personal details	Details of working place	Process of employment
<ul style="list-style-type: none"> <li>• Melanie (21)</li> <li>• Learning disability</li> <li>• Integrative career training as a cook (part qualification)</li> <li>• Support through family</li> <li>• Working motivation depends on her emotional constitution</li> <li>• Not able to show emotions – because of that she seems unmotivated to employers</li> </ul>	<ul style="list-style-type: none"> <li>• Canteen kitchen in a care home</li> <li>• Cookmaid</li> <li>• Constant working hours</li> </ul>	<ul style="list-style-type: none"> <li>• Assistance started in 12/12</li> <li>• Through about 8 month, several job interviews and work experience placements (WEP) without possible employment</li> <li>• In 07/13 start of a WEP in the canteen kitchen of a care home</li> <li>• WEP took 1,5 months</li> <li>• At the time of the WEP - no wage subsidies (in progress)</li> <li>• Employment of 30 hours per week possible in 09/13</li> <li>• Current goal/aim: fulltime employment</li> </ul>