Career4All Toolkit
Curriculum & Methodology

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**This toolkit is an integral part of the
"Career4All Train The Trainer Academy"**

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"When you focus on someone's disability you'll overlook their abilities, beauty and uniqueness. Once you learn to accept and love them for who they are, you subconsciously learn to love yourself unconditionally." — Yvonne Pierre

Welcome, Dear Reader!

You hold the toolkit of the project Career4All - Train The Trainer Academy. Before going any further, let us provide you with some information about our project.

Diversity in all its aspects makes our world colourful and beautiful. Through our diversity, people can demonstrate their uniqueness. It is our unique differences that make us so special.

Yet still, our society often does not embrace diversity, especially the aspect of disability, simply because it does not understand it. The largest minority in the world is people with disabilities and chronic illnesses (PwD). The factors for this are numerous - lack of information, lack of experience, and lack of opportunity to communicate and interact with PwD. All these lead to stigmatization and exclusion of the PwD group from societal processes. In many Eastern European and especially post-communist countries, we rarely see PwD in parks, shops, banks, or restaurants. It is not because there are none in that particular country. It is simply because the environment and infrastructure are not accessible, which is why they usually stay in their homes.

The lack of awareness in society and accessibility lead to isolation, resulting in a lack of quality education. Consequently, this chain reaction lowers the quality of life not only of the person with a disability, but often also of their family. These all snowball into a challenging start to a career.

It is crucial to recognize diversity as a factor that fosters a more dynamic and resourceful society, within the European Union and in the world. Therefore, our consortium's mission is to raise awareness among businesses, NGOs, institutions and society about the potential of PwD and to assist in their successful inclusion in the labour market as this will contribute to their full inclusion and development.

Career4All Train The Trainer Academy is a project implemented by 3 European partners - Soziale Zukunft Verein zur Förderung der Integration behinderter Menschen (Austria), Social Future Foundation (Bulgaria) and Jamba Hungary Foundation (Hungary), all of them part of the JAMBA - Careers for All project and network. The underlying shared mission of the consortium organizations is to support PwD to develop soft and vocational skills and, as a next step, facilitate their access to inclusive employment.

Career4All Train The Trainer Academy is an extension of our core mission and activities, with which we develop a unified methodology, materials and training programme for trainers. The participants will gain the knowledge and skills to empower PwD through accessible training and career guidance, to build a bridge between them and businesses so that PwD could find accessible employment. The program and the materials produced will be tested in the framework of international training and capacity building (Train The Trainer Academy) and local practical activities (Mentoring program between trained mentors and PwD) in the three European countries.

The project's final deliverables include developing a unified toolkit for the program, and guidelines for companies and talents with disabilities separately. These materials remain available for all organizations and anyone else who might wish to implement a similar program locally or nationally in a European Union country. Through these materials, you can learn more about Career4All Train The Trainer Academy and acquire theoretical and practical background with the help of the methods described in the toolkit and guidelines.

Let's create an inclusive environment
together, acknowledge diversity
and provide equal opportunities for
employment and inclusion for everyone!

Be inspired and become a multiplier by
using these methods.

Introduction

More than 1.8 billion people are living with disabilities. This number is dramatically increasing due to demographic trends including ageing, and worsening chronic health conditions, among other causes. Yet, PwD often face barriers, stigmatization, and discrimination in everyday lives, be it through access to education, healthcare, employment, and fundamental human rights.

There is an urgent need to change this reality and scale up representation and inclusion at all levels of society. And while there's a moral case for making those changes, there is also a strong business case for them.

PwD represent a massive pool of untapped human capital with enormous potential. What they need to unlock their potential and gain equal access to education, careers, inclusion, and fulfilling lives, is support.

Each individual and our society are responsible for being informed about the accessibility needs of PwD. How can we provide accessible online and offline environments so everyone can feel fulfilled and included.

Knowing that each disability and medical condition has its own particular characteristics is crucial. Disabilities are divided into different main groups, and in addition, there are wide varieties and degrees, rare diseases, syndromes and others. Still, an inclusive and open-minded approach can be helpful across all groups.

Aims and objectives

Main objectives

The primary purpose of Career4All Train The Trainer Academy is to collaboratively develop an innovative training methodology and implement it in the partner countries, to enhance the capacity of social and education professionals, volunteer youth workers/activists and HR specialists in Austria, Bulgaria & Hungary.

Our idea is to train trainers who will gain the necessary knowledge and skills to empower PwD by implementing a set of accessible training courses. We use the term "trainer" and "mentor" interchangeably. These trainers can then provide career guidance to young people with disabilities and chronic illnesses, women with disabilities, migrants with disabilities and mothers of children with disabilities (collectively, PwD).

Through this project, we aim to promote equity purposefully, support equal access to vocational qualification programmes and create more opportunities for career development and social inclusion. In addition, trained trainers will build a bridge between businesses and candidates with disabilities and support PwD in finding accessible employment.

The objectives of this project are:

- Share up-to-date data regarding the current challenges unemployed PwD of working age in Austria, Hungary and Bulgaria face when trying to find a job and enter the primary labour market. Reflect on the data and find repeating patterns. Develop an international methodology for successful and inclusive career guidance for PwD, including one toolkit and two guidelines (one for capacity building of talents with disabilities and one for inclusive communication and recruitment methodologies) as the basis for the trainers. The originally produced English materials will be translated into German, Hungarian, and Bulgarian to provide accessibility and allow local implementation.

- Equip 18 trainers between 18 and 45 years of age (6 trainers per country) with the needed know-how so they can promote diversity, equity and inclusion and inclusive recruitment in the workplace on the one hand and on the other hand - to equip them with the needed skills so they can support PwD with career guidance

- Match trained trainers (6 trainers per country) with mentees with disabilities between 18 and 29 years of age (6 PwD per country) and conduct hands-on activities for PwD by practically applying the gained theoretical knowledge.

Project impact

The project's main objective relates to the needs of beneficiaries, which is the project's target group. We aim to build the necessary capacity, knowledge and skills in a group of trainers who, in turn, can support PwD in acquiring specific soft skills, assisting with career guidance and the job application process.

The ultimate goal is to successfully prepare mentees for a future work environment. On the other hand, upon completion of the training, the trainers will be able to conduct training for employers that will help raise awareness in the corporate sector on the topic of D&I, successful communication and inclusion of people with disabilities in the job market. Jamba uses empowerment-based solutions and actively seeks the opportunity to connect all stakeholders to support the learning and inclusion process of both main target groups.

The primary mission of the three organizations is to support PwD to build key skills and professional competencies and to facilitate their employment. The activities described above are the essential and central focus of the three project partners. Each project partner has expertise in this particular area of activity, with the difference that each partner is an expert for the country in which it operates. Through the three-way exchange, the individuals and organizations from each country will achieve a new and inclusive approach to career guidance for young PwD, engaging young people in inclusion.

General overview of the current situation on the topic of diversity and inclusion of people with disabilities in the labour market

We will start to describe the problem based on the definition of "disabled person" which forms the key target group affected by the situation. The World Health Organization (WHO) has a specific framework for classifying health and disability, which approaches disability as an umbrella term for "impairments, activity limitations and participation restrictions" (WHO, The International Classification of Functioning, Disability and Health).

Accordingly, disability is defined as resulting from the "interaction between individuals with a health condition, such as cerebral palsy, Down syndrome and depression, with personal and environmental factors including negative attitudes, inaccessible transportation and public buildings, and limited social support." [1]

Similarly, the Disability Discrimination Act (DDA) of Commonwealth defines a disabled person as someone with a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. According to the World Report on Disability "many people with disabilities do not have equal access to health care, education, and employment opportunities, do not receive the disability-related services that they require, and experience exclusion from everyday life activities" (WHO).

International Labour Organization History

Equality of opportunity and treatment in work and occupations is a fundamental principle of social justice that has underpinned the work of the International Labour Organization (ILO) of the United Nations since its founding in 1919. Reasonable adjustments, often referred to as accommodations, are an essential component in promoting diversity and inclusion in the workplace and the right to equality in employment, vocational training and education. ILO Convention No. 111 concerning Discrimination (Employment and Occupation) of 1958 lists seven grounds of discrimination: **race, colour, sex, religion, political opinion, nationality and social origin.** Business enterprises also have a corporate responsibility to respect human rights, as set out in the Guiding Principles on Business and Human Rights implementing the UN Framework on "Protect, Respect and Remedy" and the ILO Tripartite Declaration on Multinational Enterprises and Social Policy Principles.

Despite this recognition, racial discrimination persists in the labour market. For example, the ILO's 2011 global report "Anti-Discrimination, Equality at Work: The Continuing Challenge" reports that minority ethnic workers have higher unemployment rates and are paid less than others. A more recent ILO publication (2021), referring to diversity as "the character, quality or condition of people considered 'different'", still indicates that these people regarded as "different" are "disproportionally exposed to more or less subtle forms of discrimination and violence in the workplace", while more "typical workers … are often unaware of their privileges in the labour market".

About different terms

The application of the term **"diversity"** in the business environment began relatively recently - in the 1960s in the USA. At that time, terms such as 'inequality', 'desegregation' and 'discrimination' were mainly used, while 'diversity' made tentative inroads. Then programs with incentive (positive) measures began to appear as an effort to correct the unequal treatment of minority groups in the past.

With the advent of these practices began the frequent use of the term "diversity". Alongside this, the dominant social group, blamed for social inequalities in the past, included various forms of training and awareness campaigns as a sense of retreat from its privileged place as dominant in the environment. Due to the growing tensions, a managerial rethinking of these approaches has been required, packaging them in the term "cultural diversity". This term is relatively well accepted as it takes into account the interests not only of minority groups but also of the dominant social group.

In more recent times, the terms **"integration"** and **"inclusion"** are used when talking about diversity. Integration at the workplace refers to the participation of diverse people (by background, gender, nationality, etc.) in the organization and for maintaining a positive environment and organizational culture towards them. While integration brings differences together, creating a diverse work environment, 'diversity' focuses more on interactions, management and performance. Inclusion is a term that takes into account the identities, characteristics and preferences of individuals so that they can develop their potential and contribute to overall organizational goals. Inclusion refers to the provision of both adequate infrastructure and living environments that are relevant to the individual's physical needs, as well as an atmosphere, rules and understanding of participation in the work process, communication and community.

The free movement of persons is one of the fundamental freedoms in the construction and functioning of the European Union, which has influenced the liberalization of the free movement of workers within the Single European Market. This necessitates the introduction of a new economic culture, the adoption and application of new ethical norms regarding the labour market and working conditions in the process of expanding employment opportunities.

A contemporary trend in labour market development is that an increasing number of companies, both in the European Union and in a number of developed economic countries outside it, are moving towards providing so-called 'workplace diversity', both for ethical and regulatory reasons and because of the benefits they expect this approach to contribute to their business development.

Austria

According to a micro census survey carried out in 2015 by Statistics Austria on behalf of the Ministry of Social Affairs[3], "18.4% of the resident population over the age of

3 Report of the Federal Government on the situation of people with disabilities, (2015).

15 in private households in Austria have – according to their own statement – a permanent disability. This is reported as around 1.3 million people. In this survey, "the most common permanent disabilities" reported were "problems with mobility" which signifies a "projected total of around 1 million persons, or about 14.1% of the Austrian population over the age of 15 in private households". The breakdown of survey results are below:

- 7.3% of the population with more than one disability (around 534,000 persons with several permanent disabilities).
- 374,000 persons (5.1%) with other disabilities than those indicated within the framework of the survey.
- About 270,000 affected persons (3.7%) with nerve-related or psychological problems as the third most common.
- In fourth place, problems with vision (3% or around 216,000 persons).
- Fewer indicated problems with hearing (2.1% or around 157,000 persons). Mental problems or learning difficulties by 0.8% of the population (c. 60,000 persons).
- People with problems with speaking 0.4% (about 26,000 persons).

Overall, we understand that in broad terms, the total affected population in Austria with disabilities amounts to broadly c.1 million people, while the degree and definition of disability may cause fluctuations. The legal definition of disability referred to by the Austrian Social Affairs Ministry is regulated by the Austrian Disability Employment Act: "the effect of a non-temporary physical, mental or psychological impairment or an impairment of the senses which makes participation in the life of society, particularly in normal working life, difficult. Non-temporary means a period which is more than (or expected to be more than) six months.".

In Austria, the Arbeitsmarktservice/AMS (from German - Employment service) reported the unemployed PwD as 13,134 at the end of August 2022 (AMS-Übersicht Aktuell - August 2022). Also, in a broader category, the same report refers to 59,565 unemployed people with health-related constraints, bringing the total to 72,699 PwD according to our criteria. Current numbers may show a relative improvement in the employment of PwD compared with the previous post-pandemic figures in 2020 and 2021. However, the number of people registered as unemployed (incl. training participants) with health restrictions had almost doubled between 2009-2018 from around 44 thousand to 84 thousand (AMS, August 2019 Spezialthema).

The support system for PwD in Austria can be regarded as relatively strong with more than 80 organisations working related with the topic of disability. Also, Austria signed the UN Convention on the Rights of Persons with Disabilities in 2008, before the EU did. Although the legislative and organisational work on disability inclusion is prominent, there is still work to be done for the mindset to change. Organisations like Behindertenrat - an umbrella organisation representing rights of PwD, underline that "even 14 years after signing the Convention, people with disabilities do not have the same rights as people without disabilities" due to insufficient implementation of the principles.[4]

While the number of PwD in the workforce has been rising in many countries, partly due to changing attitudes and improved legislations, they are still more likely to be out of work than a person who does not have a disability. International Labour Organization (ILOSTAT-Report) data shows how employment prospects for PwD vary around the world. Even though the findings are limited since many nations do not collect or publish these statistics regularly, they highlight wide disparities in the likelihood of finding employment. ILOSTAT data also illustrates how women with disabilities face bigger barriers to finding jobs. In two-thirds of the high-income nations for which information is available, women with disabilities have a higher unemployment rate than their male counterparts.

Bulgaria

Bulgaria has been a member of the ILO since 1920 and has adopted and ratified 100 ILO international labour standards (conventions), of which 64 are in force, including the eight core conventions. Bulgaria ratified Convention 111 in 1960. Convention (No. 111), which is part of the international human rights framework, has been ratified by 172 of the 185 ILO member states, indicating a broad consensus on the importance of respecting the right to non-discrimination.

According to data from the information system of the Agency for Persons with Disabilities (APD), at the end of 2019 the number of people with various types and degrees of disabilities in Bulgaria was about 753 204 people, but only 10% of them are included in the labour market. They are part of the diverse groups that face more challenges regarding their access to the labour market. The institution responsible for promoting diversity in the workplace is the Ministry of Labour and Social Policy in Bulgaria.

An anti-discrimination legal framework has been established in Bulgarian legislation, adopted in fulfilment of the obligations to transpose the following directives:

• Directive 2000/43/EC of 29 June 2000 implementing the principle of equal treatment of persons irrespective of racial or ethnic origin;
• Directive 2000/78/EC of the European Parliament and of the Council of 27 November 2000 on equal treatment in employment and occupation;
• Directive 2002/73/EC of 23 September 2002 amending and supplementing directive 76/207/EEC on the application of the principle of equal treatment between persons, men and women, in access to employment, vocational training and promotion and working conditions.

With regard to non-discrimination in the exercise of the right to work and ensuring diversity in the workplace, the following legal acts are in force in Bulgaria:

• The Constitution of the Republic of Bulgaria (Article 6);
• Protection from Discrimination Act (Chapter One and Chapter Two, Section I);
• Labour Code (Article 8, paragraph 3);
• Employment Promotion Act, etc.

Non-discrimination in employment and occupations is a relatively new phenomenon for the Bulgarian reality, emerging and gaining momentum in the last ten years. In

response, this toolkit attempts to help the business community learn more about the opportunities for establishing diversity in its various dimensions in order to avoid discrimination in the workplace, to learn how to build on diversity to make their business more profitable and more competitive.

Hungary

According to the labour market survey conducted by the Hungarian Central Statistical Office in 2015, there are 680,713 people of working age (19-64) with a disability, which is 11.3% of the total working age population in Hungary.

In terms of employment, 21% of PwD are employed in Hungary, but according to a European survey, 72% of them have no health problems that limit their daily activities and 75% do not need assistance in their daily activities.
There are two main challenges PwD need to face concerning their employment situation.

Firstly, there is no overlap between the expectations of PwD and the labour market.

The education system is one of the main areas of discrimination against PwD. In this context, their below-average competitiveness builds on gradually from the moment they enter the education system. Within the framework of the segregated form of education that still prevails in Hungary, students' opportunities for experience, decision-making and further education are more limited than those of the majority population. Foreign language and soft skill knowledge is low among the target group, which further hampers their chances of finding employment. In addition, they often experience a lack of access to marketable skills training opportunities, which may indicate problems related to the lack of adaptability of programmes, physical barriers, and training methods and tools that do not match the skills and needs of young people with disabilities (FSZK Final Study, 2017).

PwD tend to have lower educational attainment than the general population: 28% have at least a secondary school leaving certificate, compared to 60% in the majority population; and only 6% have higher education compared to 24% in the majority population (KSH, 2015). Lack of foreign language skills and a characteristic ability profile (low self-confidence, inability to make decisions, lack of assertiveness and empowerment) due to educational discrimination are typical.

A significant proportion of PwD are not in employment, with 75% of them being inactive (KSH, 2015). They also have a higher unemployment rate, 2.5 times higher than the unemployment rate for people without a disability (KSH, 2015).

Those who do work are rarely able to find employment in marketable occupations after leaving the education system due to inadequate education and skills, and therefore mostly work in low-status, low-paid jobs (77% in manual jobs) or in sheltered/accredited jobs. Even for those with relatively high tertiary qualifications, few of them are in jobs that match their qualifications. Thus, they either do not obtain any or have inadequate work experience, which would later be a serious disadvantage if they were

to work in more decent jobs.

Their low salary (either from the open labour market or from sheltered employment) makes them vulnerable and dependent on the social assistance system. Subsidies alone are not an incentive for further skills development and the dependent, vulnerable status erodes self-confidence and self-empowerment, often leading to so-called learned helplessness.

Low incomes make it difficult or impossible to finance their independent living (see: personal assistance, dependence on family/parents, higher health costs, transport), which is an additional barrier to successful entry into the labour market, to staying in it and to their visibility in society.

They cannot participate in high quality training that requires a tuition fee. Their low ability to pay means that they do not become marketable actors and therefore do not benefit from market solutions. In addition, they cannot benefit from income-linked public subsidies.

The second systemic barrier they need to face is the lack of information and non-inclusive attitude of the companies.

Due to the fact that PwD belong to a marginalized, severely discriminated and segregated group, they are rarely encountered by mainstream society. For this reason, the image of PwD is often based on stereotypes, misconceptions and prejudices. They are often thought of as incompetent persons. There is a lack of accessibility and reasonable accommodation to individual needs, which contributes to maintaining social invisibility.

The person with a disability is identified with his or her disability, as indicated by common terms such as "disabled", "handicapped", etc. - the society does not see the person as having different characteristics, but the condition is extended to the whole person and thus the disability associated with the condition is identified with the whole person.

Prejudiced, non-inclusive attitudes affect all aspects of the participation of PwD in the labour market and, added to the gap between the expectations of PwD and the labour market, reinforce its negative effects.

The impact of frequent discrimination, which typically starts in childhood, has a negative impact on the self-image, self-confidence and self-assertiveness of PwD from the earliest age, and can affect their overall psychological development.

Low self-esteem can be reflected in a lack of assertive communication at a job interview, when building relationships, and typically they lack the confidence to set worthy career goals for themselves that are commensurate with their abilities. The effects of a preconceived, non-inclusive attitude are thus transmitted to individual career paths.

As a result of systemic segregation, PwD have less experience of what it is like to exist in inclusive communities in partnership, and this lack of experience can typically be a disadvantage when becoming part of a workplace community.

Career4All Training Academy - from theory to practice

The JAMBA project was initially launched in 2017 in Bulgaria by the Social Future Foundation and since then is focused on increasing employment opportunities of PwD through training and partnerships with companies.

The idea of the initiative emerged a few years before that while the co-founders Iva Tsolova and Joana Koleva were volunteering and working with PwD. They realized that PwD's greatest challenge was the lack of equal access to education, career start-up and inclusion. Nevertheless, they observed on a daily basis that PwD have the potential and exceptional motivation to add value. What they needed was support and acceptance, in order to be able to show what they are capable of.

The second Jamba project was initiated in Hungary in 2019, when Sára Pásztor from Hungary showed interest and willingness in replicating the initiative, and reached to JAMBA Bulgaria to launch the project in Budapest and work on the Hungarian solution. Since then, the Hungarian Jamba team is dedicated to offering capacity building and mentoring to talents with disabilities.

Austria signifies Jamba's third location, with a new and separate endeavour on which a new team based in Austria has started to work. Despite fundamentally similar challenges as those in Bulgaria and Hungary, regarding the inclusion of PwD in the labour market, Austria has more advanced existing policy approaches. Therefore, the Soziale Zukunft Verein team is focused on training and preparing talents with disabilities for the future of work in the technology sector (Information and Communication Technologies & Artificial Intelligence), where there is a significant talent gap.

Over the last 5+ years of work, all partners have equally observed that jobs are changing through digitalization, while social sustainability is becoming an emerging field of interest. All three organizations believe that the shift in the job market needs to be inclusive.

All project partners aim to build an effective bridge between talents and the corporate sector. A bridge that creates more opportunities for mutual dialogue, and empowerment on local, European and international level. In this way both sides can realize economic and social advantages from this interaction and cooperation. PwD have extraordinary potential, motivation for development and can do their work with exceptional quality, as long as they receive the support to gain the necessary skills and find accessibility for their needs.

Therefore, within our partnership and the Career4All Train the Trainer Academy, we want to share our experiences and learn from each other. That way, we aspire to benefit from each other's experiences in our work to date (at a national level), and empower a group of trainers who can disseminate the necessary knowledge and skills, by multiplying our resources to reach more PwD in their career development. Our dream in this project is to inspire other organizations to adopt this good practice and implement it in their countries so that together we can achieve a higher impact and support more PwD.

Workshop Design

Creating a training curriculum, developing materials and conducting training academies are extremely responsible processes involving different parties and aspects. In the following sections of our toolkit to the Career4All Train The Trainer Academy project, we will introduce you to all the key methodologies and steps you need to have in mind and follow[5].

- **Preparing and delivering training**
When preparing and designing your training, it is important to keep the following aspects in mind:

Time frame - length of sessions and breaks in between sessions
Quality content
Training objectives
Attributes and needs of the target group
Training methods used
Materials
Tools to be used

Be sure to familiarize yourself thoroughly with the profiles of the people who are forming the group you will be training beforehand. This way you will be able to tailor the design of the training to make it useful and meaningful for all participants. Sessions should be tailored according to the needs (e.g. accessibility) and special requirements of the participants. As a trainer, you should also consider the accessibility matters of the training.

Training setting

- **Training venue**
It plays an important role as it can influence the quality and outcomes of the training. In the last few years, due to the global pandemic, the way of life and interaction between individuals has changed to a great extent. Much of the communication, and therefore training, has moved to an online format. Therefore, we will focus on the possibility of conducting trainings in an online and offline environment:

- **Online environment**
Which software program is best for conducting online training: Zoom, Microsoft Teams, Google Meet, Wonder.
Is it necessary to use complementary online shared work tools such as Miro? Before

the beginning of the training the trainer should check if all training participants are familiar with how to use the above mentioned programs. Are they accessible for use by everyone?

- **Offline environment**
Is the room suitable for the needs of the training, is it large enough, is it cozy, are there side and unpleasant noises, does it predispose participants to feel comfortable in it? Is the space accessible to PwD, if such participate in the training?

Whether a training session is conducted online or offline, organizers need to be well versed with the software products to be used or have visited the venue to prepare the conduction of the training session.

Of course, the trainer should also be prepared to deliver the training in a hybrid format which is a combination of the formats mentioned, but it requires a bit more technical equipment, for example, microphones, portable camera so that way the participants that are participating online and offline can be fully included.

- **Timing**
It is critical to engage participants in the training. Here again, it is good to know the participants and their profiles well, so that you can fit the program around a convenient time. The Career4All Train The Trainer Academy targets social and education professionals, volunteer youth workers/activists and HR specialists who are predominantly part-time or full-time workers. Therefore, the timing of the academy sessions is intended to be a weekday, after-work hours. It is important that participants know in advance what the time frame will be, how many sessions will be held, for how long and also that this plan is followed strictly. Last but not least, it is important to balance the length of sessions and breaks to keep the participants motivated, energetic and committed.

Accessibility of online and offline infrastructure

Online platforms can be beneficial for reaching out toPwD, (including the ones with mobility restrictions), as long as they are accessible to all of them.
People with visual impairment require the most specific accommodation measures in this regard. Below we listed a couple of good practices which might be useful to bear in mind:

Content creation: There are some document formats that are easy to handle for most screen reader software. These are the following: docx, doc, rtf, txt. The simpler the format is, the better for people with visual impairment. Presentations (ppts) should be avoided or kept very simple. The same applies to the tables embedded in the document. As for pictures/images, a description must accompany them.

Recruitment: Google forms can serve as a good recruitment platform, it may include various questions and the format is readable for the special softwares as well (except for some particular question types - e.g., the date picker).

When it comes to the organization of an online training, there is a range of accessibility requirements to be taken care of in order to make sure that the training will be inclusive for everyone:

- Choosing the right platform is essential. Zoom might be a great choice, this platform is easy for the participants and also works well with most screen reader software.
- Sign language interpreters are a must if there are participants with hearing impairment. Also, it is important to make sure that all video-based materials have subtitles.
- Sometimes typing might take more time for people with physical disabilities. It is essential to ensure equal opportunity for them to express their opinion. We can give them extra time to write down their answers or to express their thoughts verbally.

Inclusive offline training have similar preconditions to online ones, regarding providing reasonable accommodation for participants with hearing- and/or visual impairments. Physical accessibility, however, requires some extra attention in this case:

- First of all, the training venue needs to be accessible for people with physical disabilities - the venue must have a training room and an accessible bathroom.
- One or more personal assistant(s) should also be present during the training to ensure that the participant(s) can participate independently while their basic personal needs will also be satisfied.
- In case you do not have any previous experience in organizing inclusive training or have any doubts in this regard, feel free to ask someone who holds hands-on experience regarding the accessibility needs and solutions of your target group.

Training evaluation

At the end of each training, it is crucial to conduct debriefing sessions. A debrief is a powerful tool that lets participants reflect on what happened during a training/ workshop and also why it happened. This way, through reflection, discussion and Q&A (questions & answers), participants and trainers can evaluate the learning outcomes and what went well. Trainers can assess where to improve so that future training sessions can be more successful and impactful.

What to expect from a debriefing session?
- Facilitates recall of valuable information
- Clarifies key focal points
- Helps create trust and self-confidence
- Improves teamwork
- Facilitates positive behavioural change

In your role as a trainer, you can follow this example structure and questions to lead a debrief session. Of course, these questions can be adapted according to the specific situation:
- How do you feel after participating in the training?
- What happened during the training? Which sessions were most impactful and why?
- What can you take away from this training?

- How will what you learned during the training help you in the future, professionally?
- What should be done differently next time?

We will look closely at the various roles that a trainer can take during training (Core4 - Key Elements fo Successful communication).

The role of a trainer

What does it mean

A trainer is a person who trains individuals or groups of people to specific skills, supports them to develop and activate a competency and skill sets to perform effectively and efficiently. The role of a trainer includes being a direct learning supporter, communicating in a simple and professional way what is expected out of training, creating a learning atmosphere, helping learners reach their goals, and encouraging social interaction among participants. As part of the training process, the trainer takes responsibility for guiding participants through the learning processes. Trainers often wear many hats during a learning event and combine additional responsibilities within training such as coordination, moderation, visualization, conflict resolution and others. As a synonym to trainer, also facilitator can be used.

A little bit more of the different roles:

Trainers are leaders of the group

The information presented by the trainers and also the methods that are used is a combination that supports the learning process for the participants. As a trainer, your role is to provide and maintain at all times an environment in which the learning interaction (face-to-face, virtual or hybrid) motivates all participants to acquire new knowledge and skills easily and engagingly. Trainers support participants to learn and then prepare them to apply the new knowledge and skills not only in their workplace, but also in their daily lives. In addition, the trainer is responsible for managing both the tasks and the procedural aspects during the training, and this can also happen in an online environment, provided that there is a pre-prepared team approach to the learners who are participating virtually. One example of teamwork in an online environment is for example the raising hands function, the use of polls, participation in group discussions using breakout rooms and the chat function. Of course, the whole process needs to be accessible and tailored to the needs of individuals and the whole group.

Team spirit and participation in all activities are important elements in any training. It is the responsibility of the trainers to guide the group participation process and at the same time treat absolutely all participants equally so that they can feel fulfilled and in a safe environment. Trainers moderate the group discussion, provide problem-solving guidance, help develop action plans and follow-up. Maintaining group norms is extremely valuable and beneficial to group dynamics.

During the comments and discussions of the participants, a trainer can assess to what extent the information and knowledge transmitted have been assimilated. Through their responses and input, trainers can provide additional content and at the same time feedback to the participants. Practical activities are a great opportunity to provide balanced feedback. This can also occur in an online environment as the virtual nature requires participant response to ideas and content. Especially for virtual training, timely and complete feedback is critical. Even after the training is completed, the opportunity for follow-up feedback can be provided, for example via email.

Trainers are agenda managers

It can be difficult to get started on time, whether in the morning or after the break. This element is not to be underestimated as every person values their time immensely. Therefore, all participants will expect the trainer to start and stay on time throughout the training. If for any reason the schedule is behind, the trainer must make up the time, but in any case should not sacrifice the quality of the training and its content. In addition, participants will notice if the trainer spends more time than scheduled on an activity, which may worry them that the training is compromised. There may also be learners who will be so concerned about whether the break will start on time that their entire focus will be directed there instead of on the material and processes of the training. One more element, which is usually very key, that tends to cause delays is the discussion part. It is easy to answer a question and then go down the path of different topics, which is why this part of the training also needs to be facilitated in a good way that keeps track of time.

Trainers are role models

Positive and professional behaviour are qualities that every person should have, the same applies to trainers. Therefore, in possible conflict situations, it is important to look for positive solutions while at the same time not missing the point of view of all parties. We are living in a time where more and more activities are happening in an online or hybrid format, which is why regardless of the training format, the relationship and communication between trainers and learners must be professional as this is crucial to the successful delivery of the program.

Trainers are content experts

It is absolutely normal for participants in a training to have high expectations of the trainer, namely to be an expert in a given field of activity and on specific topics. Especially useful is when sometimes the trainer can speak even beyond the training scenario and, when asked a question outside the framework, manages to answer, giving an example from his experience and thus manages to earn his/her authority. Therefore, being an expert on the specific content is part of the trainer's task.

A technique that trainers can use to take participants deeper into the content of the training is asking follow-up questions. There are then two possibilities - firstly the trainer listens to the participants' views, summarizes them and gives a concrete

example, demonstrating an application on the specific topic, showing that they understand the content well. The other possibility is, when appropriate of course, to answer the questions themselves in depth. They can also use the technique of returning the question to the group by asking the participants what they themselves think. Of course, at specific moments the learners will want to know what the trainer thinks and why, and then is the time when trainers can reassert their position as content experts.

Trainers are also consultants

Main mission of the trainers is that at the end of the training they will be able to help the participants to accomplish a crucial task: to make sense of the new concepts learned during the training, to fill an identified gap and to apply what they have learned in their work or in the context of their environment. This implementation part of the training is more or less a complementary consulting activity, as it is good to assist the trainees with feedback at the moment when they are making strategy and action plans for the future.

Recruitment and motivation

Within the framework of the Career4All Train the Trainer Academy program, it is foreseen that after the training of the trainers, they will, on the one hand, have the opportunity to multiply what they have learned and transfer their knowledge to other individuals and groups in Austria, Bulgaria and Hungary. On the other hand, they will be able to work directly with talents with disabilities by mentoring them, and helping with career guidance and job placement. Therefore the selection process of the trainers must be well structured with clear requirements and frameworks in terms of what is expected of them upon completion of the training program.

The selection process that the consortium partners collaboratively developed and that they recommend has the following components[6]:

Application process

Preparation of a training description and information about the desired profile of applicants - for the application process to be successful, potential applicants should understand what they are applying for and what would be expected from them in terms of prerequisites. Basically, what kind of know-how and skills do they need to possess. The training description is also the place where applicants can understand what their duties and responsibilities as future trainers will be. By providing this information it can be ensured that applications from suitable candidates will arrive.
Similar to the general recommendations for describing a job, a training description should encompass the items below at least, but depending on specific preferences they can convey more, too.

- Title
- Training information and content
- Duties and responsibilities as trainer after the training is over
- Qualifications and skills the applicants should have

- Timeline and location of training
- Benefits from participating in the training

Scouting for Talent

The most important aspects of the recruitment process are "identifying the right talent, attracting them and motivating them to apply." (Jobsoid-Recruitment Process). For the construction of the recruitment strategy, the organizers should, at the onset, clearly define the profile of the candidates for whom the training is intended. By knowing the desired attributes of applicants, the team in question can build an adequate communication plan to disseminate the application form and identify the distribution channels that are most appropriate to target individuals with the right profile.

Creation of necessary materials for the application process

- Online application form with a questionnaire for applicants
- Visual identity for the project
- Kit of publications/press releases, social media posts, and textual content that project partners can share directly on their channels, or share with their partners and their network of partners who can distribute further and multiply the dissemination efforts
- The application process is adapted to the needs of potential applicants with specific accessibility needs. The following accessibility measures can be included - accessible documents (.doc, .pdf, etc.), visual description of images/photos, captioning or provision of sign language where necessary.

Once the information package is ready and a timeframe has been set for the campaign to run, the application process can begin. The whole process is completely transparent and allows anyone interested in the training to apply and to be considered as a potential trainee.

Screening and interviewing process

The next stage is the process of screening applicants. Again, it is crucial to have a set time frame in which the evaluation should begin and end so that candidates are informed when they should receive feedback. The following steps can be followed for the screening process[7]:

- Apply screening based on "minimum qualifications"
- Sort applications with the "preferred credentials" by looking at necessary skills and experience including technical know-how and required skills for training
- Here, especially if there are similar credentials or equally interesting candidates, apply a scoring mechanism where you can give a weight to minimum- as well as preferred skills, and that way you can score the applicants systematically and prepare for the next step
- Sort the candidates with highest scores - meaning they also have "both the preferred credentials and the minimum qualifications"
- For preparing for the interview process, make notes on specific points that need clarifications or "flag any concerns" or questions in the application

7 Jobsoid Recruitment Process Guidelines

Interviews can be conducted offline or virtually. The process may need to be tailored to the individual needs of the candidates. The following structure is followed in the interviews

Introductions

One of the most critical steps in the interview process is the first interaction.
The introduction is where the candidate and the interviewer will make their first impression. The best way is to greet the candidate with a smile, shake their hand or wave if the meeting is virtual, and remember to be courteous. The next step would be to present briefly the organization and the upcoming training that you are recruiting trainers for in a positive light. Be as transparent as possible during the interview process.

Small Talk

After finishing the introductions, it is a good idea to conduct small talk with the applicant. Small talk is important because it's one of the best methods to contribute to an initial dialogue. When picking topics for this stage of the interview, try to find something that the candidate is interested in. This can be as easy as taking a quick look at their LinkedIn profile and seeing what their interests are. It's amazing how much of a difference it can make taking just a few minutes to connect with a candidate on a personal level.

Information Gathering

After the small talk comes some information gathering, or, in other words, asking the candidate to give you a bit more background about themselves, their experience and why they are applying to participate in the training and want to become trainers. This step is critical because it showcases just how prepared or unprepared the candidate is and tests their ability to think on their feet. In order to do that, you as the interviewer, should be prepared to ask the right questions, too. Questions that directly relate to the training purpose and topics will be a great way to understand the applicant's suitability for the process.

You can pay close attention to the following - is the candidate's speech organized? Is it concise? Does the candidate sound confident about their abilities and qualifications? What is their body language like when they are speaking? Are they motivated to take part in the training?

Question/Answer

An interview is essentially a two-way exchange of ideas, and the candidate will be interviewing your organization and the upcoming training as much as you will be interviewing them. Be honest and present the organization positively while still being truthful.

Accessibility

Tailor the process to the candidate's specific needs no matter if the interview is happening in person or virtually. It is essential for the candidate to feel included and to be able to show their full potential during the interview.

Wrapping Up

This last stage is just as vital as the above-described stages. Having a great first impression leaving the candidate feeling good about the organization and this potential opportunity are equally important. At the very least, always end the interview with a handshake/wave and smile, also thanking the candidate for their time. Inform them of the period they can expect to hear from you. Even if the applicant is not selected to participate in the training, provide feedback! That way people can further improve themselves.

Regular communication with the selected participants

Once you have decided and selected candidates to take part in the training, maintain active communication with them. It is essential that in the period between the application and the start of the training, the future trainers do not lose touch with you and remain committed to the topic. So they can also stay motivated. Be available for the selected trainers, if further information is needed, and provide answers in a timely manner.

Certification

Following the Train the Trainer training and successfully completing the participatory part of the program (the Mentoring Program), participants should be awarded certificates from your organization or consortium partners demonstrating the knowledge and skills that participants have acquired and developed. Awarding and certification may vary depending on participation and tasks.

Structure and content of the training program

Methods applied in the training

A method is a tool that is utilized to achieve a certain goal, for example like surveys or interviews conducted in a research process. In a training, this can be a specific technique or means in order to teach or train for a particular part of a training program. Methodology, in turn, is a "system of methods and principles for doing something, for example for teaching or for carrying out research" (Collins Dictionary). It encompasses the overall strategy behind a training.

In the Career4All Train the Trainer Academy, we would like to include two essential elements based on informal learning - one is the expert element, the other is the training. The first element (the expert element) should build knowledge about what exactly we want the trained trainer to be able to do. In other words, we plan to equip our trainers with the technical expertise they need for the tasks. Some examples include knowing more about Disability, Equity and Inclusion topics, having a general knowledge about the UN Convention on the Rights of Persons with Disabilities, human rights, disability and employment, and job coaching. The second aspect is the training aspect. We will provide a supportive environment, assess the situation and suggest recommendations, methodological tools and programs to prepare trainers and equip them with the skills they need to further support talents with disabilities. In a nutshell, our program would have two main principles - a foundation of human rights and non-formal education, and two training pillars - expert element and training.

An appropriate and balanced selection of methods, previously described and discussed with the group and trainers, helps to achieve the learning objectives. As with the training elements described so far, participants' individual needs should be considered when selecting methods and formulating the methodology of the program to include everyone in the group. The techniques that the consortium partners incorporate within the training academy of the project are based on formal and non-formal education:

- Instruction
- Presentation
- Observation
- Dynamic role-play
- Skills practice
- Games
- Free interaction
- Structured activities
- Educational conversation

Types of work during the training sessions:

- Large group work
- Small group work
- Individual work

Didactic methods

- Theoretical inputs on didactic approaches
- Opportunities of applying different formats
- Reflective testing of presented methods
- Others, including more interactive approaches.

Training components

- Getting to know each other through team-building activities and establishing the operational framework for the training program to strengthen group cohesion and support inclusion in training
- Training design - information about the curriculum, needs-assessment, learning objectives, learning styles (e.g. Kolb cycle or 4MAT), schedule design and training design

- Development of inclusive presentation, communication and facilitation skills;
- Learning how to talk about "disability" and accessibility needs
- Visualization - guidelines on how to use visuals in a training session in an accessible way
- Introduction to inclusive space design (online and offline environment)
- Importance of group facilitation and team dynamics
- Experiential learning
- Assessment, feedback and evaluation

Overview of different types of disabilities

PwD comprise a very diverse group. Members generally have more challenges concerning inclusion in society. They often face discrimination on many societal levels, including education, labour market inclusion, accessibility, accommodation, and transportation.

"Discrimination on the basis of disability" means any distinction, exclusion or restriction on the basis of disability which has the purpose or effect of impairing or nullifying the recognition, enjoyment or exercise, on an equal basis with others, of all human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field. It includes all forms of discrimination, including denial of reasonable accommodation." (UN-CRPD, Article 2)

Hence, we would like to provide information on how to prevent discrimination of people with various needs by adopting the human rights approach in this curriculum. However, each disability and condition has its specifics; therefore, when communicating with PwD in a fruitful and mutually pleasant way, it is important to have both general awareness and specific information about the individual needs of a person. We always recommend actively seeking the accessibility needs of an individual you connect with and not being afraid of asking specific questions.

As a ground rule, it is important to remember not to talk to people through an intermediary or facilitator. Always contact the person directly and speak directly to them. Below are some general guidelines for communicating with certain groups of PwD, particularly at the first instance you meet them [8].

People with physical disabilities

Physical disabilities can vary widely concerning which body parts are affected, and the severity and the eventual mobility challenges one faces. Some might lead their life autonomously while others might need personal assistance in some or all fields of their lives.

People with physical disabilities often face barriers in and around buildings - entrances, ramps, lifts, door widths, thresholds, and inadequate toilets. These make it challenging for them to access and work in some offices.

When meeting, it is important to shake hands and then sit down on a chair for a chat to get on the same level. That way, no one will feel uncomfortable.

Don't feel awkward, if someone is missing a hand - replaced by a prosthesis. Greet the person verbally or ask if they are fine with a handshake.

Some people might be unable to fill in or sign a form. In this case, you should offer help to them and ask them how you could specifically support them.

People with visual impairments

Visual impairment and vision-related diseases often pose a barrier to the transmission of information.

Some people may find it challenging to navigate in an unfamiliar place on their own. They may not be able to fill in an admission form at check-in. In such cases, the assistance of someone, like security guards/receptionists may be needed not only to fill in the form but also to help them find their way around the building.

When you greet someone with a visual impairment, after the handshake, it may be necessary to explain the location of other people in the room and how the space is organized.

Also, in meetings, you are often advised to describe yourself and your physical attributes, clothes and features, such as, for instance, you have glasses. This kind of description gives a proper introduction to the person with a visual impairment.

People with hearing impairments

Hearing impairment might be partial or full. Some people use hearing devices to understand speech, while others might use sign language. Out of respect for people with hearing loss, never call them deaf-mutes, as this is not an appropriate definition.

In most cases it would be impossible to conduct a telephone conversation, as a small percentage of deaf people can use mobile devices. It is advisable to arrange a face-to-face meeting with a person with hearing impairment and for a sign language interpreter to be present to ensure that no information is lost in the communication.

You can ask the person about the most appropriate communication method. Only one person must speak at a time. Otherwise the conversation may become confusing and unintelligible. There should be no distracting noise in the room.

Finally, you as a conversation partner have to be illuminated by light and should never speak with your back turned so that the person with hearing impairment can read your lips.

People with speech and language barriers

Speech impediments or language difficulties often arise when communicating parties do not understand each other. This situation can also occur, when a physical disability makes verbal communication challenging to a person with hearing impairment, whose mother tongue might be sign language.

In such cases, the person with disability might misunderstand something and may need repetition of what was said.

If you are not sure if you have understood what you have heard, try to repeat in your own words, and ask if everything is clear to avoid information getting lost.

People with intellectual disability

Intellectual disabilities are quite diverse and vary in a wide spectrum from autism to Down syndrome. When interacting with a person with an intellectual disability, depending on the type of disability, you may experience their lack of interest or attention.

In general, what works best with most types of intellectual disabilities, is a quiet environment, free from unnecessary light and sound, as this can cause anxiety and make it difficult for them to pay attention. A positive attitude is helpful, as they are sensitive. Talking to strangers can make some people with intellectual disabilities anxious. If you create an emotionally safe and well-structured, predictable situation, they will be best able to show their strengths.

Telling them what will happen, and how long the meeting/situation will last, can help them to orient themselves in time and space. Use easy-to-read communication, expressing yourself in simple, short sentences. Try to refrain from abstract expressions, and to use more concrete and clear language.

If you feel that the person you are talking to may not have understood what you are saying, ask them and repeat if necessary.

People on the autism spectrum

According to a new study (Zeidan et al., 2022), ca. 1 in 100 children (or 100 in 10.000 children) around the world are diagnosed with autism spectrum disorder (ASD). Compared to 2012 global average, that is an increase from 62 in 10000; which is interpreted as the result of public awareness and efforts on "identification" and "diagnosis" (Autism Speaks).

When communicating with people with autism, we must convey clear and precise messages. They may find it difficult to answer theoretical questions that require imagination. They tire easily and need to rest or find a place where they can relax.

People with autism might become anxious and act shy in front of strangers and avoid eye contact, because they might be overwhelmed with information in social situations.

Psychosocial disabilities

Anxiety, depression, and many mental health concerns can be categorized as psychosocial disabilities, recognizing the actual or perceived impairment these concerns produce in daily life. Such disabilities manifest in relation to a diversity of mental, emotional, or cognitive experiences. (…) Psychosocial disabilities also frequently go hand-in-hand with physical health conditions and disabilities, and this co-occurrence can produce a more complex experience of disability relative to those who have only mental or physical health concerns (Ringland et al., 2019).

According to a WHO report (2010), "mental and psychosocial disabilities are associated with rates of unemployment as high as 90%". Moreover, people with such disabilities often lack "educational and vocational opportunities to meet their full potential." What is dramatic is that studies also indicate that an "estimated one in four people globally will experience a mental health condition in their lifetime". Such conditions may often result in mortality and disability, corresponding to "8.8% and 16.6% of the total burden of disease due to health conditions in low- and middle-income countries, respectively". Depression is also assessed to be "the second highest cause of disease burden in middle-income countries and the third highest in low income countries by 2030" (WHO, 2010).

After this glimpse at different types of disabilities, we are now equipped to move forward with how to further build and maintain effective communication with people with disabilities.

Curriculum of the Career4All Training Academy

The aim of the training academy is to equip participants with key skills and competencies in nine important areas. Upon successful completion, participants will be able to put what they have learned into practice in a mentoring programme where they will take on the role of mentors for mentees with disabilities in the three partner countries and transfer these skills and knowledge to the mentees. In the following section we will learn more about these specific topics:

1. Successful communication with people with different types of disabilities, approach of empowerment and understanding, socialisation and self-esteem

As already mentioned, each disability and condition has its specifics therefore when communicating with PwD, in order to have fruitful conversation/interaction it is vital to have general awareness and information about these specifics. The following guidelines should be followed when communicating with specific groups:

Speech and language barriers

Depending on the severity of the barrier, which you should be informed about, you have to determine a method to keep the communication with people with speech and language barriers. You should decide on this method together with the mentee. This can vary from online chat or emailing to captions provided by online meetings. Also, sometimes what can work is that you as the mentor speak but the mentees need to express themselves by writing.

Sometimes the speech barriers may only relate to difficulty in remembering words and expressions, where you can help if you know what people are trying to find by asking 'Did you mean this?' for example.

In all cases, concise speech, expressing things slowly and one by one, pausing between sentences and reducing potential distractions (like other noises) would be helpful. That way, PwD will also find sufficient space to process your speech and respond or ask questions where necessary. You can also agree on a mutual method, for example, that you finish one part and then ask whether all is clear and they have questions. Alternatively, you might opt for a more interactive session, where the mentee interrupts you each time they have a question.

Visual impairment

Visual impairment and vision-related diseases are often a barrier to the transmission of information. As mentioned above, some visual impairments may necessitate guidance and assistance in unknown places or to fill in an admission form at the entrance or check-in to a building.

Also, for descriptive purposes, you are advised to help them locate themselves vis-à-vis other people in a room. For example, when the interviewer greets the applicant, after the customary handshake, it may be necessary to explain the location of the room's occupants in relation to the applicant's position.

It is important to tailor documents to the applicant's abilities, including accessible PDF and Word documents, audio transcripts, Braille materials and software such as Say. If the applicant is not completely blind, you should also pay attention to the design of the written materials:

Choice of color combinations according to the visual impairment. Appropriate fonts are Arial, and Calibri. It is important to avoid Serif and other difficult-to-read and complex fonts. A font size of 12 is appropriate, but 14 is recommended. You can emphasize some text in bold, but do not switch to uppercase. Do not use underlining or italics.
Communicate without using abbreviations or colons.
Avoid pictures, especially color pictures or provide description to them.

If the applicant can use a tablet, phone or laptop, allow them to use his or her own device during the interview. In case of a successful selection, prepare a contract in accordance with the above requirements.

Hearing impairment

Hearing-impaired (hard of hearing) people are rehabilitated in the early years of their lives, and a lack of articulation means that rehabilitation has failed, but not that the person is congenitally unable to speak.

As mentioned before, face-to-face meetings with sign language interpreters or similarly online, but again with the help of interpreters, would be advised. In general, after the initial encounter within your dialogue, you should be able to get an idea of the degree of hearing loss so that you can plan your communication accordingly.

If you think you can keep up the communication flow healthy through writing, that is also, in many cases helpful. You can also do so to summarize what has been discussed during the meeting and send an email note to the person in the form of minutes of the meeting.

In general, with all people, but maybe more so with PwD, you are advised to always remain mindful of gaps in communication and understanding. Suppose you think the person with hearing impairment has misunderstood something. In that case, it is better to repeat what you have said, ask for- and provide clarification or even write down the point or question to make sure everything is correct and there is no mistake. When communicating with deaf people, it is important to be aware that their mother tongue is often sign language.

Physical disability

Depending on the degree of mobility a person has, keeping up regular communication can involve online and offline meetings. As not all streets, transport vehicles and building facilities are designed and built barrier-free, some people with mobility problems usually prefer only certain locations or structured meetings, where they know they have ease of access. This is something you should always pay attention to in advance if you are inviting the person to a certain meeting spot. In your communication, always ask their opinion and preferences, too.

When meeting, it is important to shake hands and then sit down on a chair for a chat to get on the same level. That way no one will feel uncomfortable.

As mentioned above, if someone is missing a hand that is being replaced by a prosthesis, and you feel uncomfortable about how to greet them, simply ask if they are OK with a handshake.

Intellectual disability

As we mentioned previously, communication with people with intellectual disabilities should always be conducted in a quiet environment free from distractions.
As suggested by Special Olympics' tips[9]

- **Communicate in a simple language with precise and clear expressions** and "try speaking slower, not louder". An intellectual disability may be "of varying degrees, but they are not all necessarily hard of hearing—speaking more loudly won't make PwD understand you better"
- **Provide PwD with information so that they can set expectations.** They usually necessitate knowing in advance "what will happen". You can "describe what you will be doing now, and perhaps the next one or two steps that will follow as well"
- **Give PwD room to tell what they think, and ask questions**
- **Also ask them to tell you when and where they need some assistance from you**
- **If you get too many questions that become personal**, you can always say **"I'm not comfortable with answering that.".**

If you create an emotionally safe and well-structured, predictable situation, they will be best able to show their strengths. Telling them what is going to happen, how long the situation will last, can help them to orient themselves in time and space. Use easy-to-read communication, expressing yourself in simple, shorter sentences. If you have the feeling that the person you are talking to may not have understood what you are saying, ask them and repeat if necessary.

As a very general rule of thumb actually concerning most PwD, in your efforts to approach them correctly and gently, do not lose your authenticity and keep in mind to "treat them as you would your peers". Also "drawing boundaries" (Special Olympics), where necessary as you would need with anyone you relate to, is recommended.

Autism

When communicating with people with autism, clear and precise messages must be conveyed.

In the beginning of your communication, always try to express their name first so they know you are addressing them. This is also to make sure they pay attention to what you are saying. In general it is recommended, that you "say less and say it slowly", stop between phrases to give them some room to understand what you are telling, avoid "too many questions" and "non-verbal communication (e.g., facial expressions, gestures, body language)" (Autism.org.uk). Also it is best to use clear and short questions instead of open-ended ones, and only use questions that are really necessary and stick to being as specific as possible ("For example, ask "Did you enjoy your lunch?" and "Did you enjoy maths?" rather than "How was your day?"). Another important element is if you usually use a lot of "irony, sarcasm, figurative" speech or exaggeration, autistic people may not tell the difference between reality and expression of speech. So keep in mind, whatever you say, should be things they can take literally.

9 https://www.specialolympics.org/about/intellectual-disabilities/how-to-speak

The approach of empowerment & understanding socialization and self-esteem typicalities of PwD

The trainer should give the mentee the authority to direct the mentoring activities, to seek and shape the process e.g. by engaging additional resources in the process, and setting timeframes and milestones. This approach is often a boost for the mentees, who are mostly used to being directed by others and are deprived of their own narratives. Therefore, their self-esteem often tends to be low, and they may have gained a wide range of negative experiences in the labour market before.

Mentoring can help mentees to learn to identify and respond to situations where their rights are being denigrated or where their choices are being rejected. This strengthens their fight against discrimination and supports them in accessing appropriate support and resources, and achieving their goals. Another skill that a trainer can teach is self-advocacy, which enables the mentee to advocate more effectively when interacting with institutions such as schools or workplaces, as well as in personal relationships. Practicing self-advocacy in a safe, accepting mentoring relationship can help prepare young PwD for situations where they need to stand up to others or defend their rights. It can also build self-confidence and self-esteem.

2. Soft skills training (partner approach, coaching techniques, assertive communication, exposing one's disability, conflict management, boundaries, motivation, self-reflection)

This module aims to equip the trainers with some tools and techniques which are essential to develop an efficient and empowering relationship with their mentees. I addition, to help PwD to attain key soft skills and competencies.

Partner approach

The mentoring process should be a non-hierarchical one, that both parties can shape. The trainer may have proposals but should never give instructions directly. The role of the mentor is to accompany and support the mentee on their journey. We must make efforts to ensure that, rather than giving instructions and advice, we give enough space to the mentored person to be able to reflect and make a considered decision about their situation. It is not the mentor's responsibility to determine the next steps, but it is to create the conditions for the decision!

Sometimes it is tempting to give specific advice to the mentee, but before doing so, it is worth considering the following: what can the mentored person learn from the situation they are dealing with? Is it best for them to be told what to do? Are you sure that what you think is the best solution for them? Communication should be two-way. It is important that the trainer gives and receives feedback openly. This increases trust and honesty in the relationship and provides opportunities for both parties to improve.

Teamwork

Teamwork is essential for successful integration in a workplace. This term covers a great variety of skills that can be improved through the mentoring process; such as working cooperatively, contributing to groups with ideas, suggestions, and effort, communication (both giving and receiving), a sense of responsibility, a healthy respect for different opinions, custom and individual preferences, ability to participate in group decision-making. The trainer should build a relationship with the person with a disability where these values are present, so he/she can experience in a safe environment how they work.

Problem-solving, critical thinking, decision-making

Problem solving and critical thinking refer to using knowledge, facts, and data to solve problems effectively. Nevertheless, in your role as a mentor you don't need to have an immediate answer. It means you should be able to think on your feet, assess problems and find solutions. However, the ability to develop a well-thought-out solution within a reasonable time frame, is a skill that employers value greatly.

Exposing one's disability

It is a widespread concern among PwD that they are unsure how to frame their disability when talking to their (potential) employer: Our recommendation is to encourage the mentees to be honest and communicate openly about their special needs during the job interview. Companies may lack information about the needs of the applicants/ employees with disability, especially if they do not have any previous experience with handling similar situations.
On the other hand, it is also critical for PwD to be confident enough that they are suitable for the position as long as special accommodations are provided.

Conflict management, boundaries, motivation, self-reflection

PwD tend to have low levels of conflict management skills due to the segregated education and social isolation they often face. Commonly they have no opportunities to practice how to solve such circumstances, or how to be self-reflective even in everyday contexts.

This situation is definitely something a trainer needs to prepare for to be able to support their trainee in case such topics arise. We highly recommend to you, as a future mentor, to ask for the support of such an expert of mediation and/or conflict management in case you face a challenging situation concerning the relationship with the mentee with disability. According to the Thomas-Kilmann-model, there are five basic types of conflict management approaches which are useful to know about. We compiled them here for you (primarily based on resources of Southampton University):

Accommodation: This approach is mostly preferred "when one party is willing to forfeit his or her position". This situation is considered as a "lose/win situation". With the accommodation approach, the parties give room to others "to express

their opinions", as they"consider it more important to safeguard the relationship than to "win" the issue".

Compromise: This situation is acknowledged as a win/lose – win/lose situation, "i.e. everyone involved gains and loses through negotiation and flexibility". This means that both parties can get some benefit or "part of what they desire", but still that involves also "giving something up". The compromise allows establishing "common ground and maintaining the relationship". Furthermore, this approach can be also helpful, when trying to achieve a temporary solution in a debate.

Avoidance: This situation is associated with "a lose/lose" frame. As no party "takes action to address the issues involved in the conflict, resolution may not be achieved. In case parties "need some time to think about the situation and/or calm down", avoidance style can be useful. On the other hand, if the issue is minor and is not worth investing the time and energy in making arguments, avoidance might also be a good option.

Competition: This is a "win/lose situation". "One party attempts to win the conflict through dominance and power". This might be the case when there is a time pressure which makes the decision-making urgent.

Collaboration: This is a "win/win situation". As it necessitates mutual "trust and commitment" of parties to resolve the situation, it is generally regarded as a challenging but effective method. It requires "getting to the heart of the problem". Mutual willingness to "empathize and try to understand each other's situation" are the key traits to reach a win-win resolution.

3.Personal branding

Before we talk about personal branding, we need to clarify what the term brand means. The brand is what others think of our product or service. It is an abstract concept. Different theories give different aspects of "brand" as the essential components. The truth is that in a digital environment, brands migrate and are no longer what they used to be. They are now being built in a completely different way.

Some say the brand is the logo. However, the logo is only a tiny part of the brand. There is also the slogan that can be connected to the feeling others have about the brand. It can be a powerful message associated with the high quality of our products and services.

Measuring the success of a brand is a challenging task. We couldn't evaluate it just by the number of likes on Facebook and Instagram. It's much more complex. It's also part of the brand if someone posts positive comments about us around the digital space. No matter how much effort marketers put in, the strongest brand is the one that everyone else communicates that it is as in word of mouth.

However, when we talk about personal branding, the brand here is ourselves and it often necessitates a special individual marketing effort. Regardless of whether one is in the labour market through working at a job or searching for a job, the impact of personal branding and investing in self-development is significant.

Therefore, within the Academy, every expert should advise the people they train or consult about finding time for personal branding both to join the labour market or prosper in it.

It is essential to focus on internal integrity, which undoubtedly plays a significant role. That is, people who want to build their personal branding need to be confident, trust themselves and love their work and contribute to it in a morally coherent way. People who start developing their personal brand should find out where they are in this whole mix, and start working to improve where necessary.

Personal branding also requires constant communication. It is important to plan a good pace and continuous presence. In the context of modern networking, it is good to train people how to handle LinkedIn skillfully, because it is an excellent platform for building personal branding. Linkedin is used by companies mainly through filtered searching for specific skills, experiences and activities.

For a profile to get found more easily - it should contain a detailed and well written description of past work experiences, volunteering, education and learning achievements, badges for completed activities and, if possible, endorsements by other connections in your Linkedin network. Remember, when the profile is matched with the search criteria - someone will view it. The first thing they see after your name is a short description. This is often neglected, but if it is done right, these two lines of text can be compelling and bring added value. That is your place to present yourself in a few words.

It is imperative for future trainers to have a good knowledge of systems and channels. Only in this way will they be able to advise to the fullest. First and foremost, the channels for building and promoting a personal brand should be selected according to the topic they aim for and their area of expertise. Presence on all networks cannot be equally strong at the same time. Some of these channels include:

Social media
Social Media is a powerful and widely used channel for growing awareness of your brand. It is not as simple as throwing random posts and retweeting stuff, though. There should be a strategy considering the accurate positioning of the personal brand

Here are some crucial points to consider:

- What is the value, that the audience gets; what kind of impact you look for;
- What goals should the social media accounts achieve
- What does the brand aesthetic look like in social media
- How much time should be dedicated to social media
- And also proper curation of the feed for the most accurate positioning of the personal brand in its respective industry.

Once these points are clear - it comes down to consistency and following the established action plan.

Newsletters

Newsletters are a great tactic, once awareness is raised. They provide a deeper connection with the target audience.

There should be consistency in the way they are delivered in accordance to the place your audience came from: website, social media etc.

If there is some kind of service to be offered by your brand - ensure that it is not the main content piece or offer it later on in the engagement process.

Widely used platforms for newsletters are:

- MailChimp
- Substack
- ConvertKit
- ActiveCampaign and more

Podcasts

Audio content has been growing for a while now and is being used by more and more brands to grow and connect with their target audiences on a deeper level, as sound provokes more emotion than text. Personal podcasts are also becoming an emerging individual branding mechanism; for some creators, this venue directly represents the created output.

Creating podcasts definitely requires more work than social media channels and newsletter, but for a good reason. Aside from creating more close connections, due to the intimacy of the medium - there are opportunities to make it as an additional revenue stream through monetization strategies, such as sponsors, merchandise or subscription platforms like Patreon.

Guest writing and more

Guest writing is a good way to get your name out there. You can share your expertise in publications of other outlets, which, depending on the publication, can immediately provide credibility, which you can amplify with your social media channels and newsletters.

Be warned: Most outlets that accept guest posts do not provide payment for them, but the credibility and recognition you can gather through them are often more valuable than getting paid to write an article.

"Medium" has also emerged in recent years as a venue for experts from various fields to write and share about the topics to which their work or sometimes hobbies are connected. For any of these channels to be beneficial - they need a clear structure, because they are interconnected and serve each other.

The other important rule is to invent new things, things that have not been done. You have to be bold and open to experimentation. Standard serving up of content just goes unnoticed in this day and age.

4. Negotiation skills

In the job application process and also after starting a job, regardless of the level of the position or the sector of activity, sooner or later everyone finds themselves in a situation where they have to participate in negotiations. Some situations that may involve negotiation are, for example, negotiating the conditions of starting a job or asking for a salary increase. Of course, negotiation does not end in the work aspect of a person's life. One can often find oneself in a similar situation in one's personal life, which is why developing such skills is very important.

In your role as a trainer and in your subsequent work with talents with disabilities and supporting them to find employment, you have to be able to facilitate that your mentees will gain knowledge and skills in the area of negotiation and also the confidence that will help them to be successful.

Please bear in mind that, given the systemic isolation, segregation and discrimination that PwD face, many feel very uneasy and insecure in this area. However, there are several skills that everyone can develop. With enough concentration and practice, you or your mentee can respond in the best and most appropriate way to a situation where you might need to bargain.

You can achieve a higher value for yourself and your partners with practical negotiation skills. Prof. Michael Wheeler, Harvard Business School Professor, who has researched and taught on negotiation extensively for nearly 30 years, emphasizes the significance of negotiation in organizations, too: "It allows you to reach agreements that might otherwise slip through your fingers. It allows you to expand the pie, create value, so you get more benefits from the agreements that you do reach. It also, in some cases, allows you to resolve small differences before they escalate into big conflicts." (HBS. edu)

In this section of the Toolkit, we will look at some core skills and steps that are key to developing and improving negotiation process and skills, also benefiting from expert insights[10].

Planning

A key phase for successful negotiations is the planning phase, setting objective goals of what your mentee wants to achieve and certain conditions as to what compromises are possible and where their limits are. It is also essential to consider the different possible angles within the negotiation to avoid overlooking important conditions that may disadvantage the mentee in some way.

Preparing for negotiations also includes setting objectives, which means that the mentee needs to identify the most favourable position for him/her and the lowest negotiating point (limit). The difference between these two positions is the zone of possible agreement - the ZOPA, sometimes also called the area of bargaining. This zone signifies the bargaining zone, where parties can intersect on a shared solution.

10 Six negotiation skills all professionals can benefit from ; Effective Negotiation with Emotional Intelligence ; Understanding Zopa: the zone of possible agreement

In the preparation, it is crucial to take into account the area of negotiation and what the opponents are negotiating. This will give your mentee a clear idea of what is possible and what is not during the negotiation. The preparation aims to ensure that the mentee does not fall into a situation of simply responding to the demands of the opponents. If this happens, it means he/she has lost control of the situation. Once the mentee has identified his/her goals, he/she should prioritize them. Of course the mentee should avoid overly ambitious, unachievable goals, and it is good to remember that priorities can change during the negotiation.

In cases where the two negotiating parties are willing to agree to conditions that overlap, the ZOPA is positive. Occasionally, where neither party's objectives and conditions align, the ZOPA is negative.

In cases where negotiation or discussion falls into a negative zone, it is important for your mentee to understand that there is also a best next alternative to a negotiated agreement (BATNA). Your mentee's BATNA is the set of possible courses of action he/she can take if negotiations do not reach a successful agreement. Planning ahead and taking into account a possible situation in which your mentee needs to move forward with a BATNA can help him/her secure a back-up plan of action and thus not leave the negotiations disadvantaged.

Strategy creation

Developing tactics and steps that your mentee can follow to achieve their goals will help them in the overall negotiation process.

A successful negotiation strategy includes the following steps:
- **Defining the role** - it is essential for your mentee to know their role as to what they are entering a negotiation as, for example, a prospective employee (e.g. managing supply chain operations) in a company.
- **Understanding the other party's point of view during negotiations** - for your mentee to prepare strategically, it is essential to know the needs of their prospective employer beforehand.
- **Personal assessment and understanding his/her value** - what are the advantages of your mentee, what can the mentee bring to an organization, how he/she will contribute to the team dynamic of the company with his/her skills and why he/she is the right person for the given job advertisement. It would be also beneficial if the mentee could objectively assess his/her skills, and weaknesses, and becomes aware of the room for improvement including building new skills.
- **Value creation** - when engaging in negotiations, you should bear in mind that parties are usually considering the pie as a fixed sum and seeking to get the biggest "slice of the pie". In other words, this might force some parties to walk away with a much smaller slice. The best approach in such a situation is not to think about how to increase one's piece, but rather how to "grow" the whole pie, as this way, all parties can realize more value (HBS.edu, Baker Communications), and also create a mutual sense of value-creation, trust and understanding.

Going through these steps before negotiations will help your mentees create concrete and structured plans to follow at the negotiation table and help them reach the set goal and success.

Discussion

When entering a negotiation, your mentee's mindset must be clear that people are different and everyone has a distinctive way of communicating. Therefore, they should be willing to discuss these differences with the other party to avoid conflicts.
Your mentee's ability to handle disputes successfully while working towards his/her goals will improve the mentee's performance as a negotiator. It's all about the mental attitude that one has. Here we can very well insert the saying about how for some people, a glass may be half-full while for others, it will be half-empty. The negotiation can become an opportunity, not an obstacle. Suppose your mentee listens/observes attentively when the moment is right instead of talking. In that case, they will get more information about the other side of the negotiation, which will help them reach a consensus.

Your mentee can follow the following strategy

- Make effective use of your speaking time
- Put his/her point of view in a positive way
- Ask constructive questions (because during negotiations, asking smart questions unlocks doors and listening to answers opens them)

Communication skills

For achieving the best possible results in negotiation, it is important to communicate his/her goals, what he/she wants to achieve and where his/her limits are. A key element for this is excellent communication skills. Of course, excellence may not be achieved all at once but only set as a mindful goal. The degree of effective communication may change from one person to another, or from one instance to another, we can communicate less effectively. However, learning about these skills and conducting practice can help. You might benefit from rehearsing with your mentee.

Having developed communication skills brings advantages. It is a prerequisite to participation in a civil discussion with the other parties in the negotiation, increasing the chances of reaching an acceptable solution for all. Of course, in communication, your mentee must be able to express his or her thoughts and, at the same time, actively listen to the ideas and needs of the other parties. This effort is critical for no one to feel ignored and to avoid situations where someone may be unsatisfied.

Some valuable tips for your mentees - It is recommended to avoid

- Interrupting the other party
- Talking too much
- Becoming too friendly or (too) informal too soon
- Sarcasm
- Threats
- Accusing
- Attacking

It is good to exercise

- Listening
- Asking for clarifications
- Neutral generalization
- Provoking the communication partner gently to justify each of his/her claims
- Responding to a proposal and explanations gently, when your mentee needs more time to make a decision
- Testing how committed the opponent is to their position;
- Asking for and giving information.

Emotional Intelligence

One topic that people are increasingly interested in these days is emotional intelligence (EQ). EQ is now acknowledged as a pillar of success and a "game changer", especially in Human Resource Management (Rostomyan, 2022). Positive emotions have been scientifically proven to increase feelings of trust during negotiations, while feelings of anxiety or nervousness can be channelled into over excitement, and rage and lead to negative outcomes. For better or worse, humans are emotional, and our emotions play a role in our personal and professional lives, which can sometimes include moments of negotiation. Of course, controlling them at the negotiating table is helpful and not letting momentary emotional states get in the way of reaching a goal and a mutually beneficial deal. The good thing is that by supporting your mentee to master the art of emotional intelligence, he/she will be able to navigate a situation to their own advantage.

The most crucial skill that your mentee would do well to develop and master is the ability to read the emotions of other parties, in other words, empathize. Developing empathy can allow him/her to quickly and easily understand what the other party is implying within the negotiation rather than stating explicitly. In addition to helping to understand the desires and emotions of the participants in the negotiation, through emotional intelligence, the mentee could manage and use emotions in a beneficial way for him/her.

High EQ is often associated with successful negotiation as it helps you to understand the person across the table better. In addition, the average person typically has only a 25% chance of achieving their negotiation goals. With successful practice and implementation of emotional intelligence, your mentee can increase these chances to "at least 75%" (Vemuri, 2021) .

EQ is the ability to identify and manage emotions, empathize as well as read into the emotions of others. The key part in the definition here is precisely "the emotions of others".

You can ask your mentee if they know and have ever met a person who can "turn a bad situation into a good one", twist a bad mood, or "communicate effectively in stressful situations" (Vemuri, 2021). You can positively tell them that this particular person was of a high level of EQ. This association could help mentees grasp the topic through a real example.

Of course, there are different models of EQ, as outlined by Vemuri (2021). One of these models is Salovey and Meyer's (1990), which describes the four branches of emotional intelligence. The first branch, "emotion perception," represents the ability to accurately perceive emotions in oneself and others. The second branch is "using emotions," which is the ability to access and generate emotions that facilitate thinking. The third branch of this model is 'understanding emotions', referring to the ability to understand emotions and the information that emotions provide. The fourth and final branch is that of 'managing emotions. This presents the ability to manage emotions, including changing or controlling them and reinforcing them if necessary. Salovey and Meyer also describe two higher-order abilities: 'emotional self-awareness' and 'emotion management' (Vemuri, 2021).

Of course, regarding EQ, one should remember the willingness for self-awareness and self-control each person possesses. You should try making your mentee perceive that he/she can use these qualities successfully and to his/her advantage, as they could help him/her to remain calm and balanced in a situation. That inner balance can support meeting a decision in a non-stressful way and without getting too nervous. Some recent studies also found that developing "emotional intelligence" can help "self-efficacy" and reduce "lack of readiness, lack of information", and solving challenges in career decision-making (Ran et al., 2022).

An emotionally intelligent negotiator should possess the ability to[11]

- "Read the emotions of one's counterpart and to anticipate" their reaction in certain situations
- Manage one's own emotions
- Read the emotions of the other person and anticipate his/her reaction in certain situations.

Receive a proposal, agree to terms and close negotiations with an agreement

The next phase of negotiation that your mentee will face is laying out and negotiating the terms, which involves making an offer, receiving an offer from the prospective employer, and setting requirements. These steps may either precede the starting point of the negotiation process or the final negotiation of terms.

At the moment your mentee receives a concrete final offer, it is good to be aware of that the conditions depend on the discussion and represent a weighted response by one of the negotiating parties (the employer) to perceived requirements and preferences. This perception reflects what was understood from the arguments and signals of the prospective employee (your mentee). A basic rule of thumb to follow for evaluating a proposal is to read the proposal thoroughly, consider everything in the proposal carefully and not rush into a hasty and emotional decision.

11 Vemuri, 2021.

When your mentee receives a proposal, he/she can follow these guidelines

- The mentee should be fully aware of all the conditions associated with the offer made by the prospective employer
- The proposal received is only one option of a solution. If your mentee is not happy with the terms, he or she can consider other options and make an offer to the employer or ask for amendments
- In making the points with which he/she disagrees, the mentee should not just say what he/she is unhappy about, but offer a solution
- It is important that the mentee can communicate his/her conditions and be specific without being embarrassed to defend his/her position

Especially if the mentee has a suspicion that the proposal reflects discriminative behaviour related to his/her conditions of (dis)abilities, as a mentor, you can be the person to assist in evaluating the proposal and treatment objectively. Suppose a discriminatory approach exists in your and your mentee's view; the mentee should be able to confront this situation constructively (whether to ask for improvement) or more conclusively (whether to leave the table) - depending on the room for improvement and an amicable solution. Knowing when to leave the table and walk away is important as well as knowing he/she has the same rights as any other person.

Agreeing on the proposal and its details moves the negotiation forward. At this stage, both parties should have already outlined the main aspects and proposal of the employment contract. It can be said that the time is right for concluding the conditions.

It is good to keep in mind the following basic rules

- Your mentee should protect their interests;
- The mentee can think creatively about all possible variables;
- If your mentee has to concede something, he or she needs to ask a few questions:
- What will be the real benefit to my future employer?
- How much will it cost me?
- What do I want in return?

We can define negotiation broadly as an exchange, in which in most cases you gain something, but sometimes you compromise and lose something else. This is the most intense part of the negotiation and both sides must be cautious about what they do. All proposals and agreements are conditional - nothing is set in stone.

In assessing the proposal, your mentee should consider first what they want, then what they might concede. You should not leave out any important points about the job offer in the process of negotiating terms and conditions, because if the mentee you are working with deals each point of the proposal separately, there is a good chance that at the end of the negotiation you have ceded more than they wanted and in that case they may be really disadvantaged.

Next comes the final agreement, which is the last and most risky phase. Often it is accompanied by euphoria, which comes after the tension built up in the previous steps has subsided to the relief of reaching an agreement. The golden rule at this

point is to summarize everything that has been agreed upon, then revise and finalize if necessary, so that everything included in the summary is agreed to. This is the time and place to find a solution for all stipulations and reservations. This should be followed up as soon as possible by a formal, written agreement by documenting the progress of the negotiations and a final work proposal to be signed accordingly.

Reflection

Of course, we advise ending every process with a moment of reflection, where one has the opportunity to reflect on what one has gone through, what went well, what did not go so well and most importantly - what can we learn about how it can be improved in the future. By encouraging your mentee to reflect in this way, he/she will be able to evaluate the tactics that have worked in their favour and those that have failed.

Once your mentee has assessed his/her strengths and weaknesses, he/she will be able to easily identify areas that he/she wants to work on and develop in the future, by taking a negotiation course or working with some coach who can help him/her in this regard. It is important to teach your mentee not to stop his/her development, but on the contrary, to keep gaining new knowledge and skills that could make him/her competitive in the job market as well as feel fulfilled.

In this regard, you should also know and let your mentee understand that you alone cannot solve every challenge they face, but can provide some constructive ideas. This may sometimes include recommending further expert know-how where necessary, such as further job coaching.

5. Job coaching

Nowadays, more and more people are interested in how they can acquire and develop new qualities, improve themselves, and how to be more effective and successful professionally. Of course, these things may have a different meaning and personal definition for each person. Some people read books related to personal development, others engage in training.

But in recent years, coaching has become increasingly popular. Job coaching focuses on an individual's career development while helping to achieve personal goals. Typically, the professionals who assist individuals in the coaching process are called coaches; they assess an individual's skills for a specific job and then help him/her reach his/her potential in the context of his/her career.

Coaching can also be defined as a form of mindfulness, where a higher level of personal and professional success is targeted through deep analysis combined with alternative methods and positive approaches. The coach's role is to be the sparring partner who directs conversations with the individual to a specific area and assists the individual in reaching conclusions and solutions that in the long term help their development.

In addition, coaching is "asking rather than telling". A great coach will refrain from telling an individual to do specific things. Instead, the coach will focus more on "asking the right questions, listening, encouraging self-discovery, and challenging the coachee to learn and achieve" positive results (Stewart, "The five steps of great coaching").

Coaching can be highly beneficial especially for PwD, as they need extra support during their career guidance and development due to systemic discrimination and segregation. Working with a coach can further assist them in self-awareness, goal setting, building self-confidence and achieving positive career change.

The difference between coaching and training

An important clarification is that coaching differs from mentoring and training. Mentoring is the practice of helping and advising a less experienced person over some time, especially in a job or a new entrepreneurial endeavour. Training is the process of teaching new skills, knowledge and abilities. While coaching is primarily about discussion, it requires critical thinking and is a combination of many different approaches and techniques, leading to long-term results.

How to start with coaching?

Typically the work between a coach and coachee lasts between 3, 6 and 12 months. The details of the process are defined during the initial meeting. A coaching session lasts 60 minutes, and sessions can take place in person or online, with a gap between sessions usually every 2-3 weeks.

To be equipped and feel confident in acting also as a coach of talent with disabilities, it is important to consider the accessibility aspect in terms of conducting the coaching sessions as well as the mode of communication. Depending on what type of disability a coachee has, it is important to discuss any necessary accommodations that may help facilitate full communication and working relationship between you and your coachee during the initial call. Information on accessibility can be found in the section on accessible communication and working with talents with different types of disabilities to this toolkit.

Here we provide some guidelines for those who want to prepare for a coaching role, but with a disclaimer. As mentioned above, coaching has to do with a more profound and longer-term engagement, requiring a separate skill-building process beyond the capacity of this toolkit. Nevertheless, the methods portrayed below are a valuable guide for structuring the process and providing a type of coaching that is tailored particularly to the career.

Coaching steps

Coaches can follow these five steps that structure and depict a coaching flow[12] It is important to keep in mind that working with each individual may require room for flexibility and alternative approaches and methods to respond to the needs of the

coachee and to make the coaching session successful and fulfilling. For example, if the coach and coachee are able to easily and quickly define the current challenges, goals and steps for assessment, it would be great to spend more time on feedback, creating a strategy and a plan of specific action for the future in terms of achieving specific positive changes. The following lines outline the specific five steps of the coaching process (based on Stewart's model):

5.1. Initial goal-setting

The first step in beginning the work between the coach and the coachee is to have an initial meeting. In this way, a concrete focus for the future work together can be established, and the coachee can move on to a deeper analysis of the challenges. The purpose of coaching is usually focused on one of three themes - "development (optimizing the individual's strengths), career (preparing for a new or different role) or performance (overcoming obstacles or addressing performance gaps)".

During this session, it is important to answer several questions to clarify the purpose of future collaborative work. This can be done by asking your coachee the following questions:

- What would you like to have achieved at the end of the coaching series?
- What would success look like for you when we finish?
- What would you like to prioritize during the time we spent together?

Clarifying and specifying the goals is crucial during this first exploratory meeting so that there can be joint accord, trust and consensus on the next steps of the process. Over time, the goal may develop further in a subsequent self-awareness session, but laying the groundwork during the getting-to-know conversation is the first step in creating a successful coaching conversation and clarifying this topic as much as possible.

5.2. Understanding through assessment

For an effective evaluation to take place, the coach is expected to be objective, ask probing questions, listen actively, be comfortable being the more passive party in the conversation and see the situation from different perspectives. Open and exploratory questions help to create a safe space, in which the coachee can "open up", share honestly anything that is on their mind and work effectively with the coach.

As a coach, you can refer to these questions to help you manage this step, and of course they can be adapted slightly depending on the purpose of the conversation:

- What three things did you learn from this past internship/job/project?
- What would you do differently in the future in your job?
- What skills are you actively working on now to be able to develop for future roles?

In your role as a coach, it's better to avoid questions whose answers may be "yes" or "no" as they don't give enough information and do not provide enough space for reflection. It is important that you keep assessment questions open-ended and do not include leading words such as "why" (triggers defensive reactions) or "right" (especially at the end of a sentence).

The coach needs to know his/her coachee's background well in order to be able to prepare the coachee successfully and thus help the coachee to reach his/her potential in the future. Sometimes going into the past can be painful and time consuming in the present moment, but it is by knowing the past and looking at it objectively that one can forge a great future that provides many wonderful opportunities.

Also please keep in mind our earlier tips for successful communication with PwD. The guidelines for adapting to disability-related needs and restrictions regarding interaction may supersede these coaching recommendations at times. For example, with people with autism, open-ended questions may not particularly help and actually challenge an effective dialogue.

5.3. Feedback

The next phase of the coaching process represents the point at which the coach shares his or her observations with the coachee. The approach during this phase is extremely important, as on the one hand feedback can be a "positive and insightful experience", but if delivered in the wrong way it can become painful (Stewart), and sometimes destroy everything built up to that point in the coaching journey. Listening to the coach's "fact-based observations and suggestions" is a powerful source to create or grow self-awareness and imagining new perspectives precisely because the coaching role is to be objective.

A good approach to follow here is to create a link between the feedback and the purpose of the conversation, while the coach should focus on the coachee's behaviour and not on his/her own interpretation of his/her behaviour. The next step is to emphasize the change in the coachee's behaviour and how it helps or hinders the coaching participant from achieving the desired results for his/her work or personal life. The following formulation for giving feedback could be used[13] of course it is critical to keep in mind that it can be adapted depending on the specific situation:

- "Your presentation during the final meeting on the project outcomes definitely helped the audience understand all the information and engage with the next goals at the end of the presentation." [The first sentence is a positive feedback comment highlighting the impact of the coachee's work].
- "You really seem engaged and happy, when you talk about XYZ, tell me more about what you really like about it." [This represents the coach's observation of non-verbal cues from the coachee].
- "Failure to meet the deadline of the submitted project caused negative emotions in the team. What do you think you can do to avoid similar situations in the future?" [constructive feedback that focuses on the coachee's behavior and impact].

5.4. Achieving positive change and coaching goals

After the assessment and feedback, achieving the goals set in the coaching journey is the turn. This process is essential as it is through it that the coach can encourage the coachee to take concrete steps and make positive changes. Your role as a coach is to guide the coachee you are working with, to motivate them to choose a "measurable goal" that will "challenge them" yet at the same time have "at least a 50% chance of success"[14].

A low probability of success would lead to demotivation and a reluctance to accept the challenge. It's good to have one specific goal that could be achieved with a smaller number of actions, for example up to three, because this will help keep your coachee focused. You can use the following questions and adapt them depending on the situation:

- What are three specific actions that will help you achieve your professional goal?
- In what time frame will you achieve these actions?
- How do these specific actions align with your overall performance goals?

5.5. Follow-up and support

The fifth step of the process provides an opportunity to engage the coachee as he/she achieves his/her goals. A good coach commits to and follows up on the goal's progress and the implementation of specific actions to achieve it. Follow-up support is precious, although it is often neglected. It is valuable for the coachee to receive motivation, if and when challenges arise during the goal implementation and to provide guidance that could help the talent with a disability. On the other hand, it is good for the coach to follow-up because this is how the coach will be able to provide the necessary guidance and track the progress. This way, the coachee will also stay motivated to keep moving forward and not give up on his/her goal either. In the long run, the collaboration and coaching will achieve the expected positive results. Within this final stage of coaching you may refer to the following questions:

- What would the best celebration look like - if you achieve your objectives?
- Who can "support you in the process, and be part of your celebration"?
- What kind of obstacles could there be in the process?
- When would you like to have a follow-up meeting to check in together on the progress of the goal?

6. Adequate and feasible support in CV creation

First of all, in this section of our toolkit, we would like to explain what a CV is.

"CV" stands for "Curriculum Vitae", derived from the Latin phrase meaning "course of life". A CV is a brief summary of your mentee's education, qualifications and previous employment. It's how they can offer their skills for a job in the business world and job market.

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A CV is also a personal branding, where one can communicate their personal uniqueness. When your mentees create their CVs, they should be aware that this is their chance to convey their knowledge and experience in a positive way so that they can attract the interest of recruiters and employers.

Employers may have a more complex application process depending on the specific position. Therefore, your mentee may need to prepare not only a CV but also a cover letter and a form with questions to be answered in the first steps of the application process.

In the following paragraphs, our team will focus on the critical components of an excellent CV and what information should be included in them[15]

The CV format has become more flexible with different layouts and design styles. The Europass format used to be the most common in Europe. But nowadays, other platforms such as EnhanCV or Canva also offer beautiful and functional templates that job applicants can use as a basis and adapt depending on their needs and the specific job advertisement, respectively. However, there are elements and information that most employers expect to see in a resume such as:

Name, job title and contact details

The title of the resume should be your mentee's name and professional title. There is no need for the CV to start with the heading "Curriculum Vitae" as this wastes valuable space that could be used for other, more essential information. A few lines or 1-2 short sentences - in a business card style - can be added as a subtitle to draw the reader's attention to who the person is, what kind of professional they are and their experience, and their main positive qualities and their goal(s). It's a good idea to make this subheading relevant to the job your mentee is applying for and show that he/she is the ideal candidate for the job.

Contact details

Immediately following the name are the contact details. Previously, the standards for this section required the addition of age, nationality, date of birth or marital status, but now all that is required of applicants is an email address and contact number. In addition, a current professional profile can be added in this section, for example on LinkedIn, XING, etc.

Work history and experience

In this section, your mentee has the opportunity to show their best in front of their prospective employer, highlighting their previous roles, experience gained, internships they have been through and can also include volunteer work if available. The listing order is reverse chronological, i.e. starting with the most recently held role. The most recent position your mentee has held or still currently holds is usually the most important to his/her prospective employer. Suppose your mentee has too much

experience and previous roles. In that case, it is unnecessary to include all of them as the CV itself should not exceed 2 pages and roles from more than "10 years ago" are not particularly important, if they are not specifically relevant for the current role applied for (Taylor, CV-Library.co.uk).

In each individual paragraph you should state:

- Employer details
- Position held
- Dates of employment - from when to when the post was held
- Brief information about what you have done in the specific position - responsibilities, role, significant achievements (ideally 3-5 bullets/sentences).

Education

Education should be presented in reverse chronological order, starting with the most recent. Under each item, the following should be listed:

- Educational institution (school, college, university)
- If a university degree is available, several of the modules attended (which in your view matter for the role) may be included
- Qualifications with grades/distinctions etc.
- Dates of attendance/completion.

These are the two most key and essential modules of a resume. Still, of course, a person's experience does not only end with a person's formation and work history, which is why it is crucial that your mentee also focuses on incorporating additional yet important sections to the resume:

Core (or Key) Skills and Competencies

In this CV section, the mentee can include some key skills, such as soft skills. In addition to soft skills, this could refer to information about experience with a particular software or application (e.g. Photoshop, InDesign), successfully completed courses, level of foreign language proficiency. It is important to show your prospective employer that you have mastered the relevant skills, especially if they are critical to the position the mentee is applying for.

Achievements

The previous employers may have recognised the mentee's high-quality work, and achievements with awards or the person may have played a significant role in the success of an organisation regarding a particular topic or project. These accomplishments are wonderful to share. By sharing them on your resume, your mentee can make a positive impression on potential future employers and show that they take their job seriously and dedicatedly. If any measures quantify the achievements, they can also be helpful for prospective employers in picturing the candidate's work.

Candidates with vast work experience have more achievements, while talents who have recently graduated from the university may have only had an internship or two. Still, they can share their tasks and achievements as an intern and also in the voluntary sector or perhaps, for example, academic recognition or prizes in (e.g., literary) competitions. The mentee should list these achievements adequately. Some recognitions may directly relate to the job advert the mentee is applying for, alternatively provide further background on the applicant.

References

Years ago it was quite popular in the application process for candidates to provide a letter of recommendation from a previous employer, but this is no longer mandatory. However, if your mentee wishes to add such a reference, you can encourage them to do so as it certainly wouldn't hurt. It is also now common for people we work with to make and receive endorsements for skills and collaborative work through the professional platform LinkedIn, which actually represents the more modern way of giving a recommendation these days.

Accessibility

It is crucial that an employer can meet the accessibility needs of candidates who apply to work for them. That's why it's a good idea to let your mentee present in this section if they need specific software, physical space adaptations, need sign language interpretation, etc. This way, the employer will be prepared and can make the necessary changes to the environment for the mentee to feel fulfilled and be able to show their full potential.

Hobbies

As long as there is space left on the resume, it would be great to add some information about interests and hobbies, as this way, the CV can show a more holistic picture. A good tip is to avoid everyday items such as reading and listening to music. It would be more interesting to share rather individual interests that reflect your mentee's unique personality. How people spend their free time says a lot about their character and can further convince an employer that a particular person is suitable for a position.

Formatting and general guidelines for creating a good CV [16]

Short, concise, informative - the standard CV length is only two (A4) pages, if relevant for the nature of the position or sector your mentee is applying for, it could be acceptable to have longer resumes.
Separate sections - a two-page document of continuous text would be confusing to employers and certainly difficult to navigate. It is therefore a good idea to split your CV into sections and name them, for example 'Professional Experience', 'Education' etc.

This way, the reader will be easier with reading and revising the document.

Using bulleted points and keywords instead of long paragraphs of description.
Font type - It is recommended to use "clear fonts such as Arial, Times New Roman or Calibri". It is recommended that the font size of the text be 10 to 12 point and the headings 14 to 18 point. Reducing the text size to gather more information makes the CV difficult to read and makes a poor impression.
Proofreading - regardless of your language and literacy skills, getting a third objective opinion from someone who can read and proofread the CV is a good idea. This can also be your role as mentor. But it is common to make minor mistakes out of haste or oversight, which are by no means terrible, but make a bad impression on employers and recruiters. It is important to make sure, along with your comments, that the layout and visual portion of your resume is reader-friendly, homogeneous and consistent.
Adaptation of the resume - each individual position has its own specific keywords that are used for different industries and fields of work. Help your mentee to add such words in the resume according to the position they are applying for.
File type - the recommended and accepted format for a resume among recruiters is PDF. This format can be saved through most word processing programs, such as Word and Google Docs, by "printing to pdf". PDF is also an accessible format for people with visual impairments, so their software can easily read the content and make it accessible to them.
Direct your mentee to platforms that provide beautiful and functional resume templates. Many of them are completely free and can do a great job. For example www.canva.com or www.enhancv.com.

Support your mentee throughout the CV creation process but give them the freedom to do it themselves and then give them guidance on how and what they can improve. This is the only way he/she can learn to do it. Creating a strong resume can greatly help a candidate get a job much faster.

7. Interview preparation and participation on an interview with the candidate

Interview preparation

In order to maximize performance and the chance of being hired after a job interview, the candidate must spend sufficient time with preparation prior to the interview. Below you can find a checklist of information and questions which are recommended to dive deeper into. We suggest to support the preparation process and consult the mentee on their answers prior to the interview. Primary support can be seeking information jointly and helping them answer questions about themselves. Often PwD have previous negative experiences related to job interviews and it is especially challenging to them to market their potential contributions (see also personal branding).

The most significant support you can provide as a trainer to PwD that you are supporting in increasing their chance to successful employment is to facilitate self-reflection and contribute to strengthening their self-esteem by nurturing them with lots of positive

feedback and co-creating ready-to-use answers on the questions below:

- Check out the company's website, social media platforms!
- Find out about the company's core values so that you can both assess (if they speak to your values) and refer to them in the interview, where relevant.
- See if there is any additional information about the position you are applying for.
- Think about what part would be easier and harder for you?
- Find out if the company has a CSR policy or ESG measures[17] in place! If so, what topics does it cover?
- If the company has a vision for the future, can you share it?
- Look at the organizational structure of the company and try to find the person interviewing you within that structure. Where are they located? What is their position and background?
- Based on the company profile, prepare some interesting and maybe even unexpected questions, depending on your curiosity.
- Why do you think you will be able to do this job well?
- How do you like to work, individually/team?
- In what area would you like to develop?
- What do you think a good leader looks like?
- Tell us 3 positive and 3 negative things about yourself!
- What did you like about your previous job or school? What didn't you like?
- Why do you want to work? Why do you want this job?

Participation on a job interview as a trainer

Some candidates with disabilities might ask you as a trainer to accompany them to a job interview, while some do not want this at all. Participating together in an interview has both pros and cons. We would like to provide you with information so that you can make the best choice. Deciding whether a mentor joins a candidate is a decision the two consensually should make. Although, if the mentee does not want to be accompanied to the interview, never push against that, it is their life, their independence, their choice and their career and empowerment and facilitation of autonomy and independence is one of the highest goals of the whole process. Having considered the following might help you to make an informed decision together:

- On the one hand, it is great to support the candidate emotionally when they are in a stressful situation of a job interview. The pure presence of another person, who already knows them and who they trust, might positively affect self-expression. Furthermore, it allows the mentor to check on the partner-approach aspect of the interview and ensures that the PwD is communicated with accessible and in alignment with their human dignity. The mentor's role can create a bridge in communication, if the candidate's speech is challenging to understand. The occasional translation might reduce the stress this causes to both the candidate themself and the interviewer. A further advantage might be that if the candidate is shy to ask sensitive questions related to financial benefits or their own special needs, the trainer can facilitate the raise of these important topics.

- However, there is also a great risk in participating in a job interview with the candidate. It might unintentionally make a patronizing impression and the interviewer might think that the applicant is not independent. This might indicate that they would think that the applicant will not be autonomous while conducting work in their new workplace and might be in need of close support or supervision.

If you decide together that you go along with the candidate to the interview the most important thing to keep in mind is that you do not want to be patronizing or make the impression of being condescending. Empowerment in this case means giving space to the candidate and letting them show their personality and strengths. Your tone and eye-to-eye communication with the PwD might be even a good example for the interviewer. Your position is to be there so that the applicant can count on you if they are misunderstood, frozen or if they do not know how to raise a sensitive topic. Most of the time the typical involvement of the mentor is to introduce themselves in the beginning and eventually ask one question, usually in the end, regarding the salary.

Tricks and tips

When you arrive, introduce yourself and articulate your role, e.g. "you are only here, because the applicant's speech is sometimes challenging to understand for someone who does not know them, so you are here to avoid discomfort around that".
You are also welcome to say in the beginning that you will be a quiet partner and are happy to help out if needed.
Be a quiet and calm company.
Keep your professional distance from the candidate.
Try to not nod too much when the PwD is giving responses in the interview, even if you feel like you would like to give positive feedback. Remember your feedback will be more than welcome after the interview, but at this moment allow the space to be filled with the interaction of the interviewer and the candidate.
Sometimes trainers experience that the interviewer is seeking eye contact mostly with them instead of the candidate. This is something to avoid, because this can lead to talking about them instead of with them and put the candidate in a position of objectification. If you recognize that the interviewer is talking to you rather than the applicant, you can give slight non-verbal signals to them by turning your head towards the candidate yourself or turning your head to the floor, avoiding eye contact yourself.

8. Job application process

A job application process can be a unique experience both for you as a mentor and for your mentee. Once conducted, it can also set a methodology to assist the mentee in future cases, even if you are no longer involved.
In general, we can break down your support procedure as the guide into the following four stages:
- Engaging the job candidate
- Professional profiling
- Finding jobs and engaging employers
- Support in and out of the workplace

Each stage includes separate components, hich we will discuss below.

Engaging the job candidate

It is likely that this stage embraces the widest range of activities, most of which are unique not only to specific groups of PwD, but also to people from other vulnerable groups.

The stage can be described as a transitional process: moving from school to work, from hospital to work, from unemployment to employment, or from sheltered employment and a day center to the general labour market.

The stage of inclusion and engagement should always be individual - from the person's desire to find a job on the open labour market to the realization of this desire. The pathway from first thought to concrete collaboration between the job seeker and the mentor, including specialized employment support should reflect the individual's personality and wishes. This stage differs from candidate to candidate depending on their needs and experiences, disabilities, potential and surrounding circumstances.

We should base the inclusion of the job seeker on the following principles: individuality, respect, accessibility, flexibility, confidentiality, self-determination, informed choice, and empowerment.

The principles apply throughout the inclusive employment process. The aim at this stage is to provide accessible information in an appropriate way and help individuals use the information and learn through experimentation, to make informed choices.

Activities within this stage need to be suitable, person-centred and part of a coherent action plan that will ultimately help PwD into paid work.

We use the term "potential job candidate" and "person with disability" interchangeably at this stage (as we do similarly for "mentee" and "coachee/trainee"). User involvement and engagement activities vary according to the individual profile of the person and his/her group membership (e.g., school leavers, unemployed, sheltered workshop workers, social service users) or the disability of the person.

Initial contact and meeting

The first contact can be made by telephone, post or a personal visit - whichever is most appropriate for the individual. The purpose of the first contact should be to make the potential job candidate feel accepted and valued. The guiding principles of communication are: positive language, structured behaviour, sensitivity to the candidate's experience and values, etc.

In our Train The Trainer Academy, we advise holding the first meeting in person with the mentee, as long as both sides have the opportunity to do that. This joint effort can make the candidate feel comfortable and contribute to a dialogue of trust and respect between the two parties.

The meeting place must be accessible to the job applicant, providing an accessible, private and relaxed environment. It is also a good idea to hold subsequent meetings at this location, with changes possible if necessary. Any modifications should be discussed and agreed with the person.

The meeting should provide general information about the service including employment and the level, nature and types of support provided. The potential job seeker should be encouraged to discuss their wishes, preferences, expectations and concerns. The mentor should outline the inclusive employment process and ensure that the person understands and agrees with the activities and roles involved. The meeting should determine if the person is willing to work. If necessary, the person with disabilities may be referred to other, more appropriate services or provided with information about alternative support services.

The trainer must obtain consent from the person with disability to liaise, if necessary, with other people involved, e.g. medical expert, welfare social worker, etc.

The outcome of the meeting may be limited to the acquisition of a minimum amount of information, or it may result in an agreement to develop a specific action plan. Once this has been agreed, the process moves on to the next phase of inclusive employment - occupational profiling.

Follow-up planning meeting

The discussion in the first meeting can be accompanied by a more detailed planning discussion, most often held at a second meeting. The discussion is a two-way process in which both the trainer and the jobseeker - give and receive information. The trainer is responsible for the clarity and understanding of the information. The job applicant should feel comfortable and confident that they can obtain and give as much information as they feel necessary. The job seeker's wishes and interests are most important. If the applicant is willing, personal information may be discussed - health, living conditions, income, other personal circumstances.

One of the personality-oriented planning methods is "Personal Future Planning". It includes a description of:

- Individuals needed to support him in person
- Possible circle of support
- Personal interests and desires, strengths and resources.
- A specific action plan with steps and tasks for the individuals involved;
- An overview of the steps completed.

The inclusion of other persons concerned may be mentioned in the first meeting. Those individuals may be parents, teachers, friends, administrators or other organizations.

It is also possible to involve other relevant persons at later stages of the inclusive employment process, depending on the additional focus of the work, e.g. independent living, personal budget management, etc.

If it has been decided at this stage not to seek work for the time being, the jobseeker can be referred to an alternative service (training, apprenticeship or work experience). There is no pressure to apply for a new job. Still, the mentor can sometimes recommend different self-development paths or skills that can contribute to the mentee's fulfillment in the existing work and in general.

Professional profiling

The occupational profiling process represents the second stage of the inclusive employment process. Occupational profiling is a person-centred method that supports the exploration of jobseekers' preferences for suitable jobs and that contributes to the selection of necessary training and support strategies in and out of the workplace.

The main purpose is to gather information about the job applicant that will be useful for the person's future employment and career ambitions. The aim is to identify the person's motivation, interests, attitudes to work, resources and support needs, and to establish realistic goals for professional and career development.

The information gathered should be forward-looking. This means that the trainer and the job candidate, strive to think ahead rather than looking backwards when they need to identify the candidate's resources, experience and work goals. Gathering information on previous work experience, participation in rehabilitation and training programs is a necessary part of the profiling process. However, more than focusing on this type of information alone is required to explore the employment and career opportunities lying ahead. Their employment and career aspirations provide valuable information that makes the vocational profiling process more personal, innovative and opens up different possibilities and options for the future. When we say the process should be person-centred, we mean:

- The process is guided by the current needs and desires of the job candidate. The role of the mentor is to support and guide the job seeker through the vocational profiling process.
- The job seeker and the mentor interact in terms of deciding what information is appropriate.
- The job applicant plays an important role in deciding who will provide information. For example, this may include family, friends, professionals from different fields, previous employers. It is crucial to only include people who can provide relevant information - constructive and job-related.
- Finally, the final decision on what information to provide must be made by the job applicant.

Personal information regarding health, living arrangements, income and personal circumstances may already have been collected at the initial engagement stage.

The most important activity is to support the candidate to take the initiative for their own career development. This means more precisely:

- to find out what the general job prospects are for the job candidate
- to discover what kind of work and working environment are desirable and realistic
- to identify possible support strategies needed to find and sustain employment

Finding jobs and engaging employers

Finding a job and engaging the employer is the next stage of the inclusive employment process, which are interrelated because they connect the job seeker with potential employers. Employers play a key role in providing labour market entry opportunities. Their needs, concerns and issues will also need attention.

The aim of both stages is to match the candidate's skills and abilities for the job with the requirements of the market- and job-specific demands. The mentor and the mentee must research the employer's needs to assess these needs.

The main parties involved in the job finding/employer engagement stage include:

- Candidate for the job
- Employers
- Experts on supported employment
- Colleagues
- Family members and the social network
- Service Providers

All interested parties have roles in following a "roadmap" to finding employment and engaging the employer.

Support in and out of the workplace

Everyone needs support when starting a new job. Providing good support in and out of work is crucial for many PwD or other disadvantaged people to be able to get and keep well-paid work in the open labour market. Support in and out of work is the 4th stage of the inclusive employment process. Effective support in and out of work is one of the key elements of inclusive employment that differentiates it from traditional employment services.

Research has shown that jobs with support are more stable than those without support for the same PwD. In- and out-of-work support is linked to both starting a new job and maintaining it over a long period of time.

The aim of providing support during employment is the successful adaptation of the employee and the prevention of problems and risks in the workplace.

The support provided depends on the individual needs of the employee. Some people need support to learn a new task in the company and prefer the social worker or job coach to be at work, while others need support to take on a new professional role or to deal with problems with colleagues and therefore prefer support to take place outside

the workplace.

Depending on the involvement with the candidate within professional circumstances, to determine the appropriate type and level of support, the mentor can consult with the employee, the employer, co-workers, and individuals who have a role in the employee's life. This can be done regularly to ensure that support is effective and valued. In that case, it is important that the role of the mentor is clear and transparent to all parties involved.

Where and when support should be provided depends on the needs of the employee and the resources of the employer. The amount of support available in the workplace varies from company to company. The social worker provides workplace support only when the natural support - from colleagues, work coach, supervisor - cannot meet the employee's needs. This also applies to support outside the workplace.

The mentor should try to facilitate natural support outside the workplace, i.e. refer the employee to professionals who can help with economic or family issues, communication problems, mental health issues, etc.

In addition to direct support for the employee, the mentor must also provide support to colleagues and supervisors within the company. This form of support can help colleagues to train and support the new employee and the employer to make the company's procedures accessible to people with special requirements.

9. Successful integration in a new work environment and follow-up

The integration and orientation process in the workplace is one of the most important steps when starting a job, which is why we pay special attention to it.

Onboarding and orientation begin when the employee starts the new job. The employee is briefed on upcoming assignments and important aspects of the company's operations. The goal is for the employee to get to know his/her co-workers and supervisors.

At the end of this process, an individual action plan should be agreed for the necessary training and support in the workplace. A diversity management support can enrich the whole onboarding. The main issue is how the company can accommodate individuals with disabilities and needs so that they can work successfully and feel valued as part of the organization. Your mentee as an employee must be supported to participate in all regular performances, practices and development procedures.

Successful workplace integration works with all parties in the integration process:

Colleagues: to train and support new employees
The employer: to make the workplace and company processes accessible to people with disabilities
The employee: to take on the new professional role and develop their potential.

From the outset of this process mentors should encourage natural support. For example, a colleague in the company can be asked to act as a mentor to facilitate the new employee's onboarding. The mentor should have the necessary social and professional skills. A mentoring system can be a valuable tool for a company to use to engage new employees. It is natural support. A mentor - together with the employee - makes a judgement about the type and intensity of support on and off the job. If there are problems in the employee's personal life (i.e., regarding health, home, economic status, family problems, and other obstacles), the mentor refers the person to specialists to resolve them.

To create a detailed action plan, the mentor must find the gap between the employee's current skills and the demands of the job. Once the employee knows their tasks and the employer has presented the usual training and support, the trainer and employee explore and discuss the tasks. The employee should explain in as much detail as possible how much help they will need in addition to the normal support provided by the company. The employee should say how and from whom they would like to receive the additional support/training. The mentor and the employee then meet with the employer to discuss how and who will provide the additional support in the workplace. As a result of these discussions an action plan is developed. The individual action plan should be detailed and say who is responsible for which actions, as well as setting out the timeframe.

This plan should address workplace issues as well as personal issues that could affect the employee's job performance. The roles and tasks of all parties involved should be noted and clarified. If there are areas of concern or need to be improved, these should also be noted and the people responsible for working on them informed. The trainer can use positive examples from previous situations to resolve problems. During this period, the expert builds professional strategies based on trust with all the concerned parties. Any support and adaptation strategies undertaken by the individual must be aligned with the company culture.

Mentoring

Goals and objectives
The UN Convention on the Rights of Persons with Disabilities (UN-CRPD, Article 27, 2006) aims to strengthen the social inclusion of PwD and their participation in the realization of their human rights. Mentoring is a potentially effective way to help achieve this goal by strengthening the social inclusion of PwD. Mentors can serve as role models and share experiences while supporting the mentees in their academic, career and psychosocial development and in achieving independent living. Mentors

can help to develop new and existing skills, advise on personal life management, provide support and coping strategies, and help mentees feel less alone (Lindsay & Munson, 2018). Therefore, within the framework of our project, after the intensive training in the above nine modules, our trainers will be able to put into practice what they have learned during the bridge work with talents with disabilities and accompany them in their role as mentors.

Mentee application process

Potential mentees may apply to the program via an accessible online platform (Google forms). The application form contains questions regarding their personal information (name, city of residence, contact details etc.), special needs and their motivation to participate in the program. The local project coordinators contact all applicants after the application deadline, and receive feedback whether they can continue with the next step of the process. If so, the mentees are invited to an individual or group meeting with the staff member(s) who are responsible for the selection process. Their motivation, commitment and availability should be discussed during these interviews.

Mentees needs-assessment

Mentees have multiple opportunities during the process to indicate their special needs: they may share this information in the application form, during the interview or may consult with the coordinator at any point of the program.

Process of matching between mentor and a mentee

Once the training of the trainers (who will become future mentors) is completed and also the mentees are selected, the responsible staff member(s) should start the matching process of the mentors and the mentees. By doing so, they take into consideration a number of various factors, such as age, professional background, personal fields of interest, prior experience of working with PwD (in case of trainers), residence and personality factors. The goal is to find matches who can get on well with each other, able to work together efficiently and build a relationship which is rewarding for both parties. A first meeting should be organized for each pair-with the participation of the local project coordinators, so that the mentorr and the mentee can get to know each other, the goals of the mentoring process can be set, and all possible questions can be answered. The pairs commit themselves to work together for 3 months.

Mentoring process

The mentors have regular mentoring meetings with their mentees. On average, the meetings should last for 1 hour per occasion, and they might take place in person in public spaces (e.g.: coffee places, libraries, parks) or online depending on the mutual preferences of the mentor and the mentee.

The mentors are supposed to fill in a brief feedback form, after each mentoring meeting, where they summarize the goals of the occasion, the progress they made, and any concerns or questions they might have.

Both the mentors and the mentees may ask for professional support from the local coordinators - in the form of individual - or group consultations - during the process.

Mentoring methodology

The main focus of the mentoring process is to support the mentees to achieve their individual career goals. The first two mentoring sessions should be aimed at building trust, getting to know each other, discussing in more detail the individual goals of the mentored person and developing a joint action plan to achieve them, as well as giving participants a first experience of working together.

Each mentoring session might be different depending on the personality of the actual mentor and the mentee and their concrete goals, but generally speaking, the following main themes should be touched upon each occasion.

- Check-in: to see how both the mentee and the mentors are doing;
- Discussion of a particular topic which brings the mentee closer to achieve his or her career goals;
- Decision about the next steps e.g.: discussing the homework for the next meeting (if any)/agreeing on the date and the topic of the next meeting;
- Checking out & saying goodbye.

The mentoring cooperation gives each participant the possibility to terminate the mentoring relationship if it should not be effective for any reason (just report it to the coordinator). In this case, both parties can withdraw without blaming anyone.

From an accessibility point of view, it is highly advantageous to implement the programme online, supplemented by a few face-to-face sessions if participants so wish. For the long term sustainability and further development of the mentoring programme, Jamba would like to make mentoring accessible to trainers and mentees living in rural areas or abroad.

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Partner organizations

Austria

Soziale Zukunft Verein zur Förderung der Integration behinderter Menschen/JAMBA - Karriere für alle is part of the international JAMBA network and supports persons with disabilities and chronic illnesses in Austria to attain soft skills, English and professional skills in the fields of Information and Communication Technology and Artificial Intelligence sectors. As a follow-up step, the organization acts as a bridge between talent and employers so that way they begin their professional development and find a flexible, secure and inclusive tech job.

Our project empowers people with disabilities with digital skills & qualifications for emerging job fields. We support real social & economical inclusion. A 360°approach involves all stakeholders: people with disabilities, business sector, non-profits, academia & public sector.

Bulgaria

"JAMBA - Career for All" was established and started by the team who created the Social Future Foundation in Bulgaria in 2017. We are a non-profit organization that supports people with disabilities to gain key competencies, soft and professional skills, as well as language skills. As a next step, our team acts as a bridge between them and businesses so that talents with disabilities can start their professional development, find jobs and businesses can access a large group of people with previously untapped human capital. Thanks to our intermediary activity we have managed to train 700 people with different capabilities and 400 of them are now working in more than 60 Bulgarian and international companies, they feel fulfilled, competitive and of course economically active. Our team supports the real social and economic inclusion of people with disabilities in Bulgaria.

Our organization is a licensed employment agency with specialized expertise in working with people with disabilities, providing supported employment for both them and employers who welcome diversity in the workplace.

Hungary

Jamba in Hungary, as part of the international Jamba Network, aims to include persons with all types and degrees of disabilities in the open labour market from 2019 to contribute to the implementation of their rights to work and employment (Art. 27, UN-CRPD, 2006) by reducing systemic and systematic discrimination against them. They provide unique and accessible training and career development opportunities for people with disabilities, as well as innovative, inclusive services, counseling and training development opportunities for open employers. Through empowerment of both parties Jamba's work in Hungary can have an exceptional social impact by contributing to the fair treatment of 440.000 Hungarians with disabilities who lack relevant education and are marginalized in Hungarian society. Meanwhile their employment provides a yet unused, economical benefit, direct savings for all

Hungarian employers up to a yearly amount of 258 million EUR (92,3 billion HUF), decreases turnover rate and while creating innovation enhances the performance of teams.