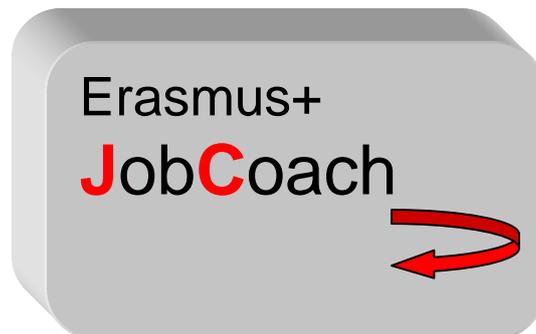


Erasmus+ - project  
„Job coach for persons with disabilities”



National adapted qualification concept  
for the Job Coach for persons with disabilities

**GERMANY**

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The national adapted qualification concept for a further training to become a Job Coach for persons with disabilities was developed under the main responsibility of the project partner Grone-Bildungszentrum NRW gGmbH. Each project partner country and its corresponding partner is responsible regarding the development of its country specific national qualification concept. Here are mentioned:

	<p>Grone Niedersachsen GmbH Germany</p>
	<p>Grone-Bildungszentrum NRW gGmbH Germany</p>
 <p>FH MÜNSTER University of Applied Sciences</p>	<p>Fachhochschule Münster Germany</p>
	<p>Cordaan Netherlands</p>
 <p>QUEEN'S UNIVERSITY BELFAST</p>	<p>Queen's University Belfast UK</p>
 <p>LES GENÈTS D'OR <i>Passionnément solidaires</i></p>	<p>Les Genêts d'Or France</p>
	<p>Stowarzyszenie Wsparcie Społeczne ja Ty My Poland</p>

## **1 Starting position of the Job coach in Germany**

The Federal Government of Germany accepts the call of the UN convention on the Rights of Persons with Disabilities to steadily improve equal access to the rights specified in the UN Convention on the Rights of Persons with Disabilities for persons with disabilities . It is about equal participation in their political, social, economic and cultural life, about equal opportunities in education, professional integration and includes the task to offer to all citizens the opportunity for a self-determined place in a barrier-free society.

People with disabilities want to live just like non-disabled people do. They want to be mobile and it is in their own right to be able to master their everyday life without external help. No one should be disadvantaged because of a disability – as laid down in the Basic Law of the Federal Republic of Germany. Therefore, it is an essential task of all actors in the labor market (including ministries, VET providers, support organizations) to create equal opportunities for people with disabilities and to enable them to participate equally in the professional and social life.

At the moment there is not enough personnel to support disabled people in finding a job in the First Labour Market. In order to successfully accompany the process of integration by help of Job coaches, these need a comprehensive knowledge of clinical pictures, their influence on the chances of a professional integration as well as the requirements and career opportunities the current job market has to offer. That is why a further education is to be created which conveys the knowledge necessary to be able to sustainably and successfully support people that have disabilities and therefore special needs on their way into an employment with social security and -insurance.

The job coach needs knowledge in the following fields:

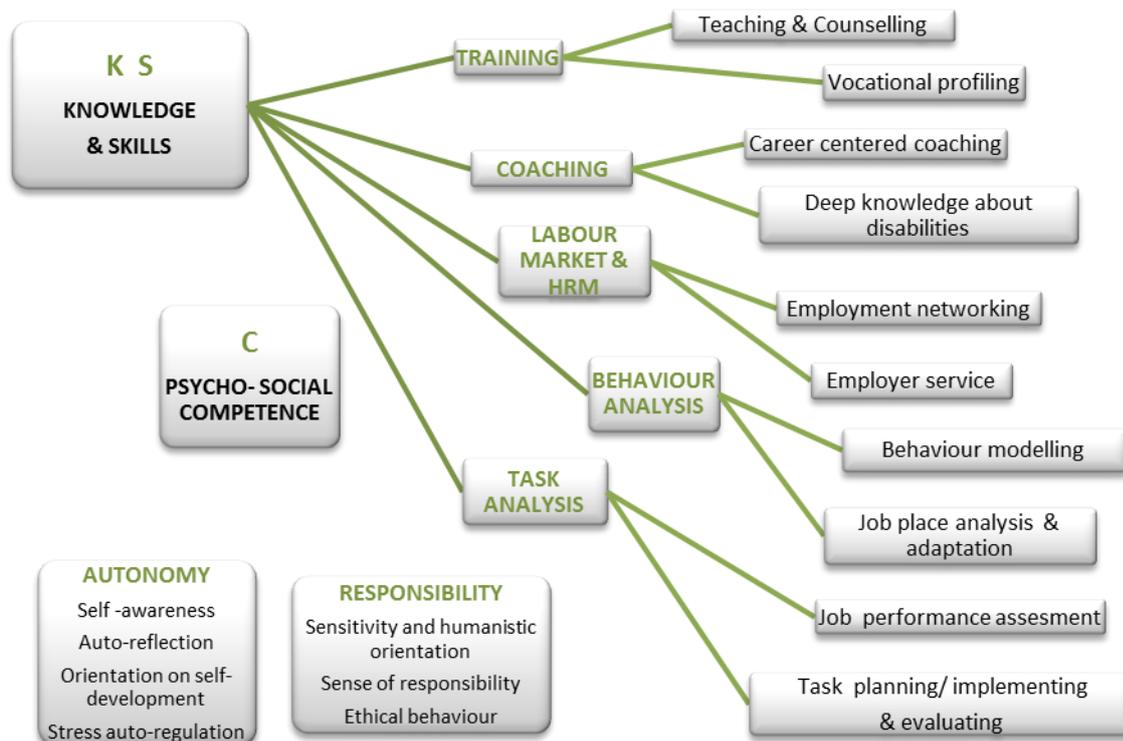
Identification of the skills and needs of the jobseekers and his/her perspectives

Acquisition of workplaces and creation of a trustworthy/trusting relationship with employers

Enabling learning and development in the workplace in cooperation with all stakeholders;

constructive and cooperative support in critical phases

To convert test-employment and internships into an employment that requires social security contributions.



(taken from the text off, Ewa Matuska, Product 2: European Qualification Profile of Job Coach for Persons with Disabilities)

## 1.1 Target group of the qualification

Target group of the qualification and further education for the profession of a Job coach are people with:

- A completed training in the commercial or craft industry, a minimum of a three-year professional experience, an additional qualification in rehabilitation measures for training personnel in regard to occupations according to § 66 BBiG and § 42 m HwO plus a trainer aptitude test
- A completed training as occupational therapist, work teacher or a completed education for special pedagogues

This ERASMUS+-project has been supported by funds of the European Commission With that the training has been developed for a target group that is used to dealing with people with special needs. However, they lack all the skills needed to tailor a job to a client, to find a job for him/her, to train and coach on the job and transfer the employment from an internship into a permanent job. This is to be taught in the following.

## **2 Didactic concept**

The qualification consists of 480 lessons and is carried out alongside the professional occupation. Theory and practice shrouded in concomitant reflection facilitate the rapid gain of additional knowledge, skills and experience in order to assist people with difficulties in having access.

The structure of the designed further education is process-oriented.

The aim of the qualification is:

- to impart to the participants the knowledge and relevant methods required for the field of work in a practical way
- to reflect one`s own work in the framework of a professional exchange
- to strengthen and develop existing competencies (professional, methodological and social competences)
- to develop and consolidate the knowledge in acquisition and professional and process-oriented methods in dealing with companies.

### **2.1 Learning success, examinations, graduation**

The training is assigned to the German Qualifications Framework Level 5.

Level 5 describes competences required for independent planning and processing of comprehensive technical tasks needed in a complex, specialized and constantly changing learning field of occupational activity.

#### **Successful learning**

The target group addressed in this concept already has practical knowledge and knows the problems that will come up in their professional activity. Via a strong link between theory and practice, customers know at any time why they need to learn the contents. Therefore the learning is not abstract, but tangible for the customer. This not only ensures external motivation by the lecturer, but also promotes intrinsic motivation.

#### **Thesis**

During the training, at least one customer must be accompanied in the integration process.

The course has to be documented additionally (the successful placement is not a prerequisite for evaluation and rating of the thesis).

The final thesis must cover all steps of the job coaching MB as shown above. The documentation is evaluated as a thesis and will be reflected and rated in an oral colloquium.

#### **Certificate**

After successfully passing the exam, the participant will receive a certificate

### 3 Content of further education

#### Training for Jobcoach for people with disabilities: Part A "intake and assesment"

	<b>A intake and assessment</b>	<b>Skills</b>	<b>80 hours</b>
1	Initial interview: clarification of the assignment and signing of the contract	<i>Social-communicative + technical-methodical competences</i>	
2	Clarification of expectations of the different contract partners (and network partners such as parents, supervisors)	<i>Diversity principle</i>	
3	Conceptual planning: from target formation to intervention planning	Role / identity of the Jobcoach	
4	Industry and field knowledge, scope for action	<i>Regulations, knowledge</i>	
5	Cooperation with allocation agencies	<i>Social-communicative + technical-methodical skills</i>	
6	Analysis of competences, potential and possibilities for support, dealing with limitations	<i>Analysis of resources and hurdles; personal competences and funding capabilities</i>	
7	Analysis of the workplace	<i>Analysis</i>	
8	Manual for interviewing an employer	<i>Social-communicative + technical-methodical skills</i>	
9	Documentation and reporting	<i>Basic knowledge, documentation employer, company, statistics, LuV etc.</i>	
10	Evaluation and quality assurance	<i>Analysis</i>	
	Legal knowledge (SCB III, II and IX), employment promotion	<i>AVCS, FBW, work aids, giving notice, support measures, etc.</i>	

Training for Jobcoach for people with disabilities: **Part B "job finding"**

	<b>B job finding</b>	<b>Skills</b>	<b>120 hours</b>
1	Working interdisciplinary, offering customer-oriented	<i>Role / identity of the Jobcoach, acting in divergent systems</i>	
2	Basic knowledge in shift of paradigmae (UB, Jobcoaching)	<i>Understanding of social processes</i>	
3	Successful acquisition of a company and job research	<i>Labor market monitoring, research strategies, contact establishment and maintenance, techniques of acquisition, building up a network</i>	
4	Resource orientation when contacting companies / employers	<i>Sensitivity, strength-oriented view on disability</i>	
5	Innovative application management	<i>Design competence</i>	
6	Training for job interviews	<i>Social-communicative + technical-methodical skills</i>	
7	Preliminary discussion with the employer	<i>Social-creative competences, introducing the matching process</i>	

Training for Jobcoach for people with disabilities: **Part C "coaching"**  
(theory and practice)

	<b>A intake and assessment</b>	<b>Skills</b>	<b>280 hours</b>
1	Definition (Job-) Coach, demarcation line to therapist and shadow manager; the function of coaching; particularities Jobcoach m'B (coaching, counseling and training); job perspective Jobcoaching, nationwide development	<i>Expertise</i>	
2	Processes in coaching, principles of role, values and motivation), self-management, partiality, demarcation	<i>Socially-communicative + technical-methodical + personal skills</i>	
3	Guiding a conversation: The various forms of listening, dealing with resistance, appreciation and steering, forms of pauses in conversation; Knowledge of the standards of easy language; Moderation techniques, conveying bad news, complaints, positive speaking, conversation disruptors, emotional regulation	<i>Social-communicative +personal skills</i>	
4	milestones / action plan with customer and employer (initiating stabilization); a workplace as a place of learning	<i>Creativity, individuality, competence enhancement</i>	
5	Evaluation of milestones	<i>Goal-oriented evaluation towards a job with social insurance coverage</i>	
6	Crisis management, prevention of an interruption of the employment, motivation, compatibility	<i>Analysis of resources and hurdles; Empathy, competence in solving conflicts, personal competences</i>	
7	Marketing for a coach: website, online-business, network strategy, USP	<i>Knowledge and individual applicance (self-marketing)</i>	
8	Jobcoach network: membership, network meeting, quality assurance, supervision	<i>Continuous competence development</i>	