

EUSE 2011 Workshops and Timetable

- See a description of each workshop below

9	Speaker			Workshop Subject			Workshop Time	
	First Name	Last Name	Origin	Workshop Title	Workshop Theme	Date	Time	
O1	Stefan	Tengman	Sweden	Leaving sheltered employment - a matter of matching, coaching, business contacts and persistence	Quality in Supported Employment	June 15	14:30-15:15	
O2	Margareth /Edyth	Haddock/Dunlop	N-Ireland	Supported Employment. Leaders of the Future	Prospects and Possibilities for Supported Employment	June 15	14:30-15:15	
O3	Gloria	Canals	Spain	IT improvements and Supported Employment	Methods and Target Groups within Supported Employment	June 15	14:30-15:15	
O4	Andrea	Kluessendorf	Germany	The „team-day“: Methods to structure peer support in learning group situations in vocational training programmes	Methods and Target Groups within Supported Employment	June 15	14:30-15:15	
O5	Josef /Mimmi	Tesfa / Darbo	Sweden	Employment – finally! The 1st of November I finally reached my goal – an employment at a book store.	Methods and Target Groups within Supported Employment	June 15	14:30-15:15	
O6	Jaakko	Harkko	Finland	Evidence based SE fidelity criteria as an evaluation tool in the Finnish context	Quality in Supported Employment	June 15	14:30-15:15	
O7	Angelika	Schafft	Norway	“Employer guides” – Experiences from a Norwegian pilot project	Stakeholders, partners and cooperation within Supported Employment	June 15	14:30-15:15	
O8	Kirsten/ Andrea	Hohn/ Seeger	Germany	Personal Budget and the transition from sheltered workshops to the general labour market	Methods and Target Groups within Supported Employment	June 15	14:30-15:15	
A1	Anita	Weisser	Germany	Quality versus economics in Supported Employment - observations From a study visit in Wales	Quality in Supported Employment	June 16	10:15-11:00	
A2	Margareth /Edyth	Haddock/Dunlop	N-Ireland	Supported Employment for people with Autism	Methods and Target Groups within Supported Employment	June 16	10:15-11:00	
A3	Sarah	TOGHER	Ireland	Working A Way	Methods and Target Groups within Supported Employment	June 16	10:15-11:00	
A4	Lone	Ovesen	Denmark	Qualifying education	Prospects and Possibilities for Supported Employment	June 16	10:15-11:00	
A5	Johanna	Gustafsson	Sweden	Successful support - the employers perspective	Methods and Target Groups within Supported Employment	June 16	10:15-11:00	
A6	Lois	Peters	Canada	A Canadian Perspective	Stakeholders, partners and cooperation within Supported Employment	June 16	10:15-11:00	
A7	Borja	Jordán de Urriés	Spain	EUSE quality standards and supported employment outcomes. Evidence based practices	Quality in Supported Employment	June 16	10:15-11:00	

A8	Robert	Elston	England	Severe and enduring mental health employment and health and well being	Methods and Target Groups within Supported Employment	June 16	10:15-11:00
B1	Stefan	Doose	Germany	New paths to inclusion. -person centered planning, SE and community connecting	Stakeholders, partners and cooperation within Supported Employment	June 16	11:15-12:00
B2	Thomas	Brittain	Denmark	The VIVIL (Translates to somewhere in between We-Will and We-Want-to) Project	Methods and Target Groups within Supported Employment	June 16	11:15-12:00
B3	Franz	Wolfmayr	Austria	Inclusion is a lifelong process	Methods and Target Groups within Supported Employment	June 16	11:15-12:00
B4	David	Ryan	Ireland	IASE National Job Shadow Initiative	Prospects and Possibilities for Supported Employment	June 16	11:15-12:00
B5	Maria	Cabré	Spain	Supported Employment in Catalonia	Quality in Supported Employment	June 16	11:15-12:00
B6	Norman	Sterritt	N-Ireland	Mixing the models (Supported Employment & Social Enterprise)	Prospects and Possibilities for Supported Employment	June 16	11:15-12:00
B7	Stephen	Beyer	Wales	Using a cost:benefit framework for supported employment policy and practice	Quality in Supported Employment	June 16	11:15-12:00
B8	Bertil	Johansson	Sweden	Take the Power or Empower people.	Quality in Supported Employment	June 16	11:15-12:00

O1 - Leaving sheltered employment - a matter of matching, coaching, business contacts and persistence (Stefan Tengman)

To leave a sheltered employment, it requires courage and confidence in your own ability. Our work begins with our employees' self-conception and ends when employers discover that people's ability exceed their expectations.

Samhall have a new model for matching our employees, based on their functional abilities against the requirements of our various jobs. With active business contacts we work long-term in getting persistent and good business partners that will recruit our employees.

O2 - Supported Employment. Leaders of the Future (Margareth Haddock / Edyth Dunlop)

In these times of economic difficulties it is important that we ensure we continue to train people to deal with their positions – often in economic downturns training is forgotten. We need to continue to build capacity for our middle managers both in our own countries and across Europe to ensure that emerging Leaders in Supported Employment are equipped with the skills and expertise they need to operate in.

We will look at the differences between managing and leading with some practical exercises as well as theory.

O3 - IT improvements and Supported Employment (Gloria Canals)

New material in training in Supported Employment. Project Aura has developed a DVD material to teach people with learning disabilities skills, attitudes and tasks on the day a day job. It is a DVD tool, where the participant can interact with 54 different real situations, based on real jobs, and where they have to choose different solutions. They have 3 different options to act (in front of a concrete problem) and they have to choose the correct one. There are 3 basic skills to work: social abilities, personal image and work responsibilities as well as two different scenarios: cafeteria and office.

O4 - The „team-day“: Methods to structure peer support in learning group situations in vocational training programmes (Andrea Kluessendorf)

The „Hamburger Arbeitsassistenten“ runs vocational training programmes for participants with learning disabilities in transition from school to work. The programme runs two years, four days a week the participants gather experience in different companies and fields of work, supported by job coaches. Once a week they meet at the „team-day“, that means in learning groups of twelve participants. The „Hamburger Arbeitsassistenten“ developed a curriculum for this „team-day“ which provides education and training. This „team-day“ is closely related to the individual workplace- experience and needs of the participants. The experience of many years show, that it is first of all necessary, that the participants have the possibility to bring in their „burning issues“, challenges and problems they have to face at the different workplaces, that they exchange experience, reflect about different ways of action, practise peer-support and strengthen each other in the process of vocational integration. So what you need and what we will present in this workshop is a variety of methods and ideas, which are just right to encourage the participants to reflect about the last week and to express their present-day situation and get in contact with the others in the learning group.

O5 - Employment – finally! The 1st of November I finally reached my goal – an employment at a book store (Josef Tesfa / Mimmi Darbo)

During my six years with Misa I have been able to try four different places of internship. Some places have not been so good since the staff have not had time or been understanding of an intern with disabilities. I usually say “No one’s perfect, we all have our limitations”. When I have felt that it isn’t working out I have told Misa’s staff and they have tried to arrange a different place of internship. To start with we always visit the place and I mostly get a kind welcome when I get there. It is important to ask good questions and to show that you’re interested. During these years I have also studied history at Komvux upper secondary level. It was interesting; history is one of my favorite subjects. I now have a part time employment and that feels amazing. With an employment come more responsibilities, the possibility to attend internal job education and to set new goals in my work life. The support I get I would like to keep even when I am employed – at least in the beginning. Apart from working in the book store I also have another job that pays, and that is to hold lectures together with Misa about my situation, my experiences and the support I have needed to reach employment. It is a great feeling when the audience applauds and you get that instant feedback. I am also a part of one of Misa’s Off Job Groups. We are five guys that meet up to discuss difficulties that can arise at a work place or in other situations. From this we gain both inspiration and personal growth. It makes you build confidence. My dream has always been to get employed and I have come to realize that is has been a realistic dream. I have now made that dream come true, but I have two dreams left. One is to get my driver’s license and the other is to travel to the Maldives. Or why not around the world?

O6 - Evidence based SE fidelity criteria as an evaluation tool in the Finnish context (Jaakko Harkko)

Background The presentation covers the key experiences from utilization of Evidence-Based Supported Employment Fidelity Review Manual as an evaluation tool of a SE service model developed by Friends of the Young a third sector service provider. Research literature suggests implementing evidence based SE rather than locally adapted SE.

Method The fidelity scale was assessed in order to find its transferability to the local context. The focus was on identifying potentially conflicting or problematic segments i.e. parts of the scale directly related to the service system.

Results All three items on Staffing and 14 items on Services were assessed directly transferable. Items 1-3 on Organization were evaluated unacceptable to be transferred to evaluation use as such. Item 1 was adapted to meet the local conditions and items 2 and 3 were merged as one item and adapted. Modification resulted in a 24-item and 120-point scale. The evaluated service scored 93 points averaging 3.88 on each item and was deemed as fair fidelity SE.

Discussion The results suggest that only a minor adaptation of the EBP is required for using it in Finnish context. The role of the adaptations on validity and reliability, dissemination strategies and policy implications are discussed.

O7 - “Employer guides” – Experiences from a Norwegian pilot project (Angelika Schafft)

Throughout Europe there is a great concern for improving labour market participation of people with mental health problems: both getting a job as well as keeping a job. Methods based on Supported Employment have proven to be successful for labour market integration of this target group. In spite of the evidence, the attention has mainly been directed on developing pre-vocational training as well as ways providing parallel support for people with mental health issues entering a work place, e.g. Individual Placement and Support (IPS), cognitive skills training etc. Employers’ and co-workers’ concerns have mostly been seen as prejudices, negative expectations and discriminatory attitudes due to their lack of knowledge. Employment support workers tend to promote their clients’ strengths and abilities rather than addressing particular problems or employers’ risk anticipation, no matter how justified these may be. Moreover, as on the job training appears unnecessary for this target group, support often ends when the client gets a work contract. At the same time, weak job retention among people with mental health problems has become a big issue for our welfare systems. This calls for new approaches and competencies within Supported Employment, particularly as concerns on-the-job support and working with employers. The pilot project “Employer guides”, was launched by the Norwegian Labour and Welfare administration in 2009. “Employer guides” have been given the task to develop and utilise methods to provide guidance and

advice to employers/businesses striving with employees who suffer from mental health problems. Experiences from the project are highly relevant to employment support workers /job coaches within Supported Employment.

O8 - Personal Budget and the transition from sheltered workshops to the general labour market (Kirsten Hohn / Andrea Seeger)

The support of people who work in a sheltered workshop in their transition to a paid workplace on the general labour market requires a person-centered approach. By using a personal budget for this support the users shall get more opportunities to choose the right service. In the German project "JobBudget" (2008-2011) we developed modules with different service offers which are necessary in the transition process (e.g. Clearing, Job Finding, Job Coaching, mobility training, counseling, training of key skills etc.). The contents of the modules were described, and all activities realized by 5 service providers who take part in the project are documented. Thereby it was aimed to calculate realistic prices for single modules. Finally disabled people who want to change from sheltered workshops to the general labour market shall get more opportunities to decide which support they want to get from which service provider.

A1 - Quality versus economics in Supported Employment - observations from a study visit in Wales (Anita Weisser)

My aim of the study visit was to investigate all aspects of supported employment in the host country.

For example, what funding resources are available? Are the monetary resources readily available either through a government provision (legislature), or only through application for private funding sources? Are there funding problems? How many clients with learning disabilities do they serve? How long can they expect to receive assistance from job trainers? What kind of projects or program can and do they offer for people with LDs? Is there a strong collaboration with special schools and parents? What kind of difficulties and barriers do employment counselors encounter? How do they solve these difficulties? What problems are in common, where are distinctions?

I wanted to accompany and observe employment consultants/ job trainers of a supported employment provider in the host country at their daily work. Visit employers in the host country who have successfully integrated individuals with a disability. Another aim was to get some innovative and creative ideas on how to successfully achieve integration of individuals with a disability from supported employment professionals in the host country.

A2 - Supported Employment for people with Autism (Margaret Haddock / Edyth Dunlop)

We will draw out the key issues for persons with supported employment and autism including Aspergers giving results for two programmes run by Orchardville Society in partnership with another organisation called NOW across the city of Belfast.

We will demonstrate the key success factors for this client group in an environment where government programmes do not met their needs.

This will also include information on extended partnership working in lobbying for an Autism Strategy for the country.

A3 - Working A Way (Sarah Togher)

"Working A Way", a three month research -based project carried out in association with secondary schools students while also raising awareness of Supported Employment. Five secondary schools across North Mayo in the West of Ireland took part in the 'Working a Way' project which set out to assess the attitudes of employers in relation to the employment of people with disabilities. The project title in itself is a demonstration of how young people, through their participation and their roles as active members of their communities, 'worked a way' towards raising awareness about important social issues such as disability and supported employment. Students conducted research at a local and national level assessing the attitudes of employers in relation to the employment of people with disabilities. A survey was prepared and distributed to employers all over the country across a range on industry sectors. Students also undertook disability awareness training in order to assess their own attitudes regarding disability issues. Students also conducted video interviews with members of their own communities to determine the level of knowledge and factual understanding in relation to disability of those in their own localities. It is proposed to present the methodology and research findings to delegates.

A4 - Qualifying education (Lone Ovesen)

Today people with disabilities cannot get a qualifying education and receive diplomas. Therefore The Organisation Nordhøj has developed a model of qualifying education for people with disabilities which is called "KUP". It is a project which has been developed during a period of two years together with LEV and Servicestyrelsen. The aim of the qualifying education is to ensure people with disabilities the opportunities to work in private and public companies. The Organisation Nordhøj has together with Odense Værkstederne, Nextjob - Gentofte, Naturværkstedet - Esbjerg, Job og Aktiv - Ringe, Åcenter Syd - Skjern and ULF - Vejle established a working group which are trying to implement the model of qualifying education. The Organisation Nordhøj has had audience with the Social and Education committees of the Parliament at Christiansborg. Currently the working group is applying funds for financial assistance, and at the same time the working group is describing the content of different courses which must be qualifying. To ensure that the courses are qualifying the working group is cooperating with AMU. "KUP" contains different levels: 1. clarification of educational direction and of precondition for learning (PAS-test). 2. Education and internship which take places alternating. Further the working group are testing different elements of the education models. At the workshop we would like to tell about the model, our experiences and hopes for the future.

A5 - Successful support - the employers perspective (Johanna Gustafsson)

In the literature of Supported employment in Europe the employer's perspective of successful support is surprisingly absent although it is important for employment. The reasons for employing people with disabilities and how Supported employment-processes contributes to an employment are not well known in research. As a part of a study of Supported employment, Sustainable work, conducted at Örebro university in Sweden employers, with current experience of employment with SE-support, were interviewed in-depth. The research questions concerned what employers looked upon as successful support and how the support contributed to their cooperation and hiring decision. In the answers two areas emerged as successful: the acts of the job coach and the economical support, both acting as keys to employment.

A6 - A Canadian Perspective (Lois Peters)

With the aim of establishing closer contact with employers in our community and to ensure our two year certificate program for students with a cognitive disability delivers current, relevant and work specific instruction, we embarked on an employer survey, a review of Canadian employment-based literacy resources, and an examination of Canadian statistics regarding People With Disability Benefits and the impact of employment on these benefits. Our findings centered on using employer specific material thus linking curriculum to the three work experiences included in our program. In addition we created brochures for employers that outline how to effectively work together with people with a cognitive disability. This workshop will further share the results of our study, the changes we have made to our program and set the context of how and where we support people with disabilities in achieving employment in our community. Thompson Rivers University, is a comprehensive post secondary institution, in Kamloops, British Columbia, Canada. Our program prepares students for entry level employment and develops skills in three main areas: automotive service, food preparation, and retail service.

A7 - EUSE quality standards and supported employment outcomes. Evidence based practices (Borja Jordán de Urríes)

The quality standards of the European Union of Supported Employment were developed in 2005 by a group of experts in Supported Employment from several European countries members of EUSE. Those standards were not empirically tested in that moment and there is no data about the application of them in different European countries. In Spain, the University Institute on Community Integration (INICO) from the University of Salamanca, Spain, developed a tool for the application of EUSE Standards to evaluate quality in Supported Employment. From 2008 to 2010, this tool has been applied in the context of a national project financing and promoting Supported Employment in Spain funded by Obra Social of Caja Madrid. In this period, the program has collected annual data from each organization related to quality adjustment to EUSE standards, and also related to management outcomes. The research team of the program is examining the relationship between the level of EUSE quality standards and the supported employment outcomes obtained. Our expectation is to find a positive relation that will allow us to affirm that EUSE Quality Standards are a good and positive reference for practices with evidenced based outcomes.

A8 - Severe and enduring mental health employment and health and well being (Robert Elston)

The workshop is giving information at some of the innovative innovations in linking, health and well being and sport with employment. Status Employment has been involved in a pilot funded by the Football foundation and South London and Maudsley Health Trust. Partnered by Charlton Athletic Football Club. The project targeted people with severe and enduring mental health needs who

were not engaging with any social inclusion activities where it felt employment was something they did not want to engage in. The project initially offered both football training and social inclusion advice as well as confidence building sessions in a non invasive way allowing participants to join, not engage and rejoin. It then allowed participants when they felt ready to have an employment consultant who in a traditional supported employment method started looking and gaining work. The workshop will examine the evaluations and experiences of the participants who had engaged in the programme. It will look at the results of all participants who engaged on the programme. It will also examine the results of the participants and challenge some of the common concepts around rapid jobsearch without looking at health and well being. It also looks at different approaches of working with people with severe and enduring mental health needs

B1 - New paths to inclusion. -person centered planning, SE and community connecting (Stefan Doose)

Supported employment is a way to inclusive employment for people with disabilities and other disadvantages (Art. 27 UN-convention). Person centred planning helps to explore the abilities, interest and the will of a person. Community connecting and circles of support are good ways to use the resources of the community. The opportunity of job coaching and other community supports is essential for the sustainability of jobs and the quality of life.

The aim of the Leonardo-Project "New Paths to Inclusion" (2009-2011) is to develop and implement an inclusive training course in person centred planning, to support organisational change and community inclusion. The model regions are Ostholstein in the North of Germany, Vienna and Prague. During the EUSE Leonardo-Project "A toolkit for Supported Employment" (2008-2010) position papers of different aspects of supported employment and how-to-guides to the different phases of supported employment were developed.

In this workshop good ideas and methods regarding person centred planning, supported employment and community connecting from the projects will be shared. The experience and development in Ostholstein regarding the transition from school to work, moving from the sheltered workshops to community employment and the new "supported employment" programme of the German government will be explained.

B2 - The VIVIL (Translates to somewhere in between We-Shall, We-Will and We-Want-to) Project (Thomas Brittain)

VIVIL is a job-allocation center focused on providing sustainable employment for citizens with a mental disorder. The project is grant-funded and participation is not mandatory. The jobseekers are therefore highly motivated when contacting VIVIL and the methods applied reflect this. The job-seeking process is guided by the individually expressed wishes and abilities, and supported by VIVIL via guidance/advice and group-sessions facilitating the sharing of experiences, worries and hopes. The job-finding process is supported by a focused lobby-effort by VIVIL - involving the job-seeker - within and beyond our established network. VIVIL's efforts are focused on the ordinary labourmarket, and not on establishing supported employment within the social-psychiatric housing- or drop-in-centres. The job-sustainability effort consists of a flexible follow-up and 'hotline', especially within the first two months. The follow-up is also supported via an ongoing hotline-function available for both the employer and the employee throughout their cooperation. After a short presentation the workshop aims to discuss best practices related to securing a sustainable and mutually beneficial corporation between employee and employer

B3 - Inclusion is a lifelong process (Franz Wolfmayr)

The Chance B group of enterprises supports persons with disabilities and their families to live their lives in the rural area of eastern styria, a part of Austria with about 240.000 inhabitants. Support from the beginning of life helps to live included in the families, the communities, the educational system, employment, housing and everyday life. The transition from school to employment always is a critical phase of life. Chance B supports all children with disabilities and other life problems during the last year of school to make the right decision for the next phase: for a vocational education, for the possible enterprise and for the needed supported employment arrangement. The Clearing methodology is now since 2001 in place and helped all school leavers belonging to the target groups to start actively and positive into the next phase of their lives. The Clearing concept is implemented now in Austria in all regions, run by private not for profit organisations. In this workshop the concept of Chance B and the Clearing methodology will be presented and the transfer of the concept to other countries and regions will be discussed.

B4 - IASE National Job Shadow Initiative (David Ryan)

This is a national campaign in Ireland which was delivered for the fourth consecutive year in 2011 that is designed to give people with disabilities a unique opportunity to get a close up look at the world of work for one day or one week in April each year, enabling them to discover and learn about the skills and education required to compete and succeed in the work place. Job Shadow Initiative offers people with disabilities an opportunity to shadow a work place mentor as they go about their daily work. Employers have the opportunity to get involved in the project without making

a commitment; the process will enable a job coach to engage with an employer, discuss concerns they have about employing people with disabilities and also to let them know of the range of support services available to them if they employ a person with a disability. The positive outcome of the initiative has been the established links with the media, employers, the public service and disability organisations with objective of promoting supported employment. The presentation will provide a guide to EUSE members interested in adopting the model of Job Shadow to promote Supported Employment.

B5 - Supported Employment in Catalonia (Maria Cabré)

It establishes the technical and methodological coordinates that characterize and form the basis of Supported Employment in Catalonia, a key strategy for integration in the competitive job market of a significant and growing number of people with disabilities and mental disorders who find it particularly difficult to find a job. This project forms part of the 2008-2010 Strategy for Labor Integration of People with Disabilities in Catalonia, which is supported by the Ministry of Employment. The project is based on the belief in 2 basic concepts. The first is that there is a need to establish a unique, shared benchmark framework for SE in Catalonia that clearly defines the purpose, scope and features of this methodology in relation to other strategies supporting labor market integration of groups with special difficulties. At the same time, it should be a shared benchmark framework that defines the common elements of a reality that is necessarily diverse, given the different characteristics and conditioning factors of the people and groups addressed by the project. It was written by Catalan Government with 13 Catalan Agencies of Supported Employment.

B6 - Mixing the models (Supported Employment & Social Enterprise) (Norman Sterritt)

Given the complex needs of many service users referred to Supported Employment Services this workshop examines how service users can benefit from a mixed model approach to their career progression journey. The workshop shares the experiences of Triangle Progression to Employment Service who have enhanced their original Supported Employment Service and incorporated Social Enterprise initiatives as a stepping stone to prepare those individuals who are interested in progressing towards employment opportunities but may not initially be regarded as "Job Ready" when first referred to the Supported Employment Service. The original service which addressed employment needs of individuals with Learning Disabilities has now been extended with the former Supported Employment Service now known as the Progression to Employment Service which better explains the revised approach used by the service. The new service, that is better described as a Service continuum, incorporates the two models of Social Enterprise and Supported Employment in an interdependent fashion. In delivering services the Supported Employment model is seen as the preferred route for individuals, with the Social Enterprise model only deployed where individuals are assessed as not yet job ready. This twin model approach preserves the quality and integrity of the Supported Employment model while extending service via the complementary Social Enterprise model to individuals who may otherwise not get an opportunity to participate in employment activities. The use of Social Enterprise as an alternative to traditional health sector day services for people with learning disabilities is not a new approach however traditionally Social Enterprises are often regarded as a stand alone model that struggle with the dilemma of the double bottom line becoming an impossible double bind. By mixing the models with a strong bias towards the Supported Employment model as a progression from Social Enterprise an alternative dynamic is created that benefits service users and prevents them from getting stuck in social enterprises with little prospect of progression. In utilising Social Enterprise interventions Triangle is very clear about the desired outcomes that it is trying to achieve. These outcomes are focused on service user progression onto Supported Employment rather than self sustainability through income generation. This approach is designed to ensure the integrity and quality of delivery of the Supported Employment model is not compromised. The Workshop will examine Triangle's journey as it developed and established its new Progression to Employment Service. Key issues that will be discussed during the workshop will include: Examination of the underpinnings of the mixed model approach including quality standards; Model linkages; Strategic fit with statutory sector partners; Definitions of Social Enterprise- Choosing the right one; Social Enterprise Products and Services; Where does Income generation fit within a mixed model approach; Observations on the Progression to Employment development Journey; Lessons shared in developing a mixed model approach.

B7 - Using a cost:benefit framework for supported employment policy and practice (Stephen Beyer)

Supported employment provides a route to community jobs and inclusion for people with intellectual disabilities. This paper describes a comprehensive cost:benefit framework for supported employment and illustrates it with findings from a study of two UK agencies with day service comparators. Differences in outcomes between agencies illustrate common issues in practice effectiveness. Method: Financial costs and flowbacks are calculated for two agencies from worker, local authority and taxpayer perspectives. Net cost:benefit is calculated compared to local day service cost. Results: Net savings per person to taxpayers was £3,564 and £6,894 for the supported employment agencies, compared with costs of local day services. Approach to blending of wage income and benefits influenced taxpayer benefits. Workers were 55% and 95% better off in employment. Carry over of non-contributory welfare benefits into employment, effective welfare benefit advice, job diversity and hourly wage rates (job quality) were crucial to worker outcome. Cost to Local Authorities of supported employment was 72 % and 48% of day service cost respectively. Differences related to client:job-coach ratios (staff efficiency) and client characteristics. Conclusions: Cost:benefit analysis is important for the development of effective government policy, and also to guide effective supported employment agency practice. Effectiveness is related to client welfare benefit profiles as well as intellectual disability.

B8 - Take the Power or Empower people. (Bertil Johansson)

When working in fields where support, aid or help is needed we often tend to be focused on how to give the maximum of this and very easy forget that many things can and should be done by the person, jobseeker himself. A good Employment Support Worker will seek to empower the job seeker; treating them with respect and showing dignity by encouraging the maximum involvement in their individual plans. "ESET, How to Guide, Qualities of a good Employment Support Worker" This workshop will discuss and try to answer the questions: What do we mean with Empowerment? How can we avoid traps and be prepared for the best Empowering process? We say that we should Reflect the clients individuality and Respect the clients wishes. Does this mean that we always follow the clients wishes? How can you reflect yourself, as a Support worker, Empowering people? In what way can we put in system an Empowering process for each job seeker?