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## **Enhancing transition to work for students with disability, A guidance methodology. The synthesis report**

Sara La Tour, Leonardo Santos Amancio Cabral, Zineb Rachedi-Nasri, Serge Ebersold

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# ***Enhancing transition to work for students with disability, A guidance methodology***

## *The synthesis report*

Written by: Sara La Tour, Leonardo Santos Amancio Cabral and Zineb Rachedi-Nasri.  
Under the scientific responsibility of Serge Ebersold

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- Aarhus University of Denmark,
- The Trinity College of Dublin and the University College of Cork in Ireland,
- The University of Rome “Foro Italico” in Italy ,
- The INSHEA and Association Tremplin in France.

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# Executive Summary

## Context and Problematic

Although the number of students with disabilities is increasing in higher education, this has a limited impact on the student's with disabilities employment rates and opportunities. In some countries, the gap between disabled persons and others in employment is increasing (OCDE, 2003; OCDE, 2008; Ebersold, 2008). Moreover, the present economical slowing down is reinforcing the importance of developing transition to employment strategies and considering the possible bridges that can be created between higher education and employment in order to enhance the students with disabilities chances to get a satisfactory professional life.

Indeed, until now Universities admission policies hardly ever included the targeting of people with disabilities in their strategies. As a result, the identification of the means and necessary supports that the students with disabilities would need during their academic journey is made difficult.

Moreover, University Disability Support Services are not usually designed to include the employment systems (like internships or the development of special skills between academic studies and employment) in their students with disabilities guidance strategies.

Therefore, and especially in the context of the present economic crisis, the development of a disability specific career guidance system dedicated to combining academic success and achievement and access to employment strategies seems to be crucial. These are the reasons why, the Univers' Emploi project European partners proposed, on the basis of the innovative and successful experience of Aarhus University, to develop a guidance methodology that could contribute to the transition to employment for students with disabilities.

## Experimentation Design

The Univers' Emploi guidance methodology has been elaborated on the basis of the Aarhus University model, which promoted a holistic approach to support students with disabilities in their academic course. Univers' Emploi partners then worked together on the basis of this approach in order to create the Univers' emploi guidance methodology. A methodology recognizing the importance of a holistic approach to the students with disabilities support and addressing the issue of their transition to employment issue. The Univers' Emploi partners also worked together on the creation of tools to facilitate the guidance methodology process (students' needs assessments, road maps, etc.).



This Univers' Emloi model was then piloted in Denmark, France, Ireland and Italy. In the four countries, the model was implemented, including the use of the Univers' Emloi Student's Needs assessment tool. In addition a mentoring process of 20 students paired with 20 mentors was developed to implement this experimentation.

- Stakeholders from Universities and from the professional world (private, public, associative), including some external support structures had a central role in the implementation of the project;
- 20 students per participating country.

This guidance methodology, through the encouragement for Universities to become a facilitating context for students to focus on access to employment, aims to allow students to be fully participating in their own professional future. Beyond counselling and advice, the guidance methodology aims at empowering the students from an academic, professional and personal point of view.

In the meantime, because this project activated stakeholders from the professional working world, it also was expected to contribute to a better understanding, awareness and recruitment of qualified students with disability issues.

## Research Objectives, Methodology and Results

The research aimed at reporting on the experimentation process, trying to identify how the stakeholders used the Univers' Emloi model and tools. More specifically, the research objectives were to analyse the implementation strategies of the student's needs assessment process by the Universities, as well as the appropriation strategies of the mentoring process implying meetings between a company mentor and a student in order to address job transition.

By describing strategies to illustrate the way the need assessment tool was implemented, the objective was to highlight the diversity of practices in relation to the context and its existing constraints or forces.

Another objective of the research was to account for the synergies that have been produced during the experimentation, implementation and system building process.

A last objective of the research was to report on the effects of the experimentation in order to evaluate if the project allowed the students' empowerment either from an academic point of view or from a professional and personal one.

## Introduction:

This report was written by Sara La Tour, Leonardo Santos Amancio Cabral and Zineb Rachedi-Nasri. It was compiled from national reports of each country:

- the Danish report written par Willy Aastrup and Shlomik Avshalom,
- the French report written by Sara La Tour and Zineb Rachedi-Nasri,
- the Irish report written by Mary O'Grady and Declan Treanor
- the Italian report written by Lucia de Anna, Leonardo Santos Amancio Cabral, Angela Magnanini, Marta Sanchez Utgé, Tullio Zirini, Mauro Carboni, Pasquale Moliterni, Paola Di Lorenzo.

The editing was realized by Declan Treanor, with the support of Marie-José Schmitt.

This report is divided in six chapters:

- Introductory chapter outlining the conceptual framework
- Research Methodology (Chapter I)
- The Students' Needs Assessment (Chapter II)
- The Guidance Methodology (Chapter III)
- The Synergies (Chapter IV)
- Recommendations for Sustainability (Chapter V)

The introductory chapter outlines the conceptual framework of the project and highlights how the European partners all worked together to implement the Univers' Emploi guidance methodology to be piloted and further enhanced.

The methodological chapter, chapter I, highlights the data collection methodology for the research: semi-structured interviews were carried out with 81 Students, 14 University Counsellors and 68 Mentors. Final interviews and questionnaires have also been used at the end of the project. Data coming out from the working groups and tools (roadmap, learning orientation report) have been collected and analyzed. In each of the participating countries, data collection and analysis have been performed by a research team and results have been presented in individual national reports. A transversal analysis of the outcomes of the national reports has then been carried out and its results are presented in the present European research report.

Chapter II describes the three different approaches, which were identified to describe the way the students' Needs Assessment Tool was implemented by stakeholders: the "personalisation" strategy, the "adoption" strategy and the "reflective" strategy.

Research results have shown that this Needs Assessment Tool has allowed University Counsellors to focus on the job transition strategy and on a diversity of new dimensions during the Students' Needs Assessment process. In the situation where University

Counsellors have a “personalisation” based understanding of their own professional practice, implying a very good and intimate knowledge of the students’ needs and aims the tool proposed by Univers’ Emploi was seen as a way to opportunistically and punctually answer in short-term the student’s needs. Where University Counsellors have a more formal understanding of their practice, the tool proposed by the Univers’ Emploi project was an opportunity to introduce the employment prospective into in their current assessment tool. Beyond the job issue focus, results have also showed a diversity of logics (strategies) in the way University Counsellors have taken the ownership of the Univers’ Emploi tool. The most important appropriation level is demonstrated in the adoption strategy, where stakeholders formally adopted a part of the Univers’ Emploi tool. A second strategy shows a more informal way of integrating some parts of the Univers’ Emploi tool into a kind of reflective approach (logic) of the University Counsellors practices. Finally, a third strategy remains “personally” based, avoiding the use of any formal tool such as the Univers’ Emploi one.

For a full understanding, these different strategies, have to be considered according to the existing practices and the representations stakeholders have of their own practice as a whole. These representations are very important to understand the stakeholders’ perception of the Univers’ Emploi tool as a way to legitimize their strategies. Finally, the University Counsellor’s level of involvement in the experimentation process also seems to be a possible determining factor of their level of ownership of the tool.

Chapter III focuses on the guidance methodology implemented within the project Univers’ Emploi. It gives an analysis of the work carried out between mentors and students and of the types of mentoring encountered during this process. Results show that mentoring could be carried out by mentors either as enhancing the students’ technical skills with some focus on the redaction of CV, Cover Letter and on job search techniques, simulation of job interviews, etc... or as enhancing psycho-social and relational skills, like self-management, self-confidence and motivation in order to be aware of their own resources and difficulties.

In this chapter, it is also shown that the relationship of guidance between mentors and students has oscillated between two logics, the logic of gift exchange and the logic of contract.

The “logic of gift” is based on a specific understanding of support characterised by social design. The social design of support leads to a supportive relationship in which mentors and students agree to give of themselves even if here the referent is in a pool position.

The “logic of contract” at the level of exchange between mentor and students, is characterised by the behaviour of both players in connection with the fixed purpose, which is the transition to employment. In this “logic of contract”, Univers’ Emploi support is considered as a contract in which mentor and student have bilateral obligations.

This chapter also highlights how Univers’ Emploi, according to the different ways the guidance methodology was co-conducted by stakeholders and contributed to create an enabling effect for each actor. Results have shown that by their participation to this

project, students tend to become actors of their own academic life, knowing better how to transform this academic path into a bridge towards professional life, also by being eager to choose adapted studies according to their professional project.

At personal level, students tend to show better self-confidence, feeling more confident in reaching their goals and being more aware of their own personal resources.

At professional level, results have shown that the guidance methodology beyond helping the student to acquire better technical skills (CV, cover letter, professional networking, work culture, job interviews, etc;), could also contribute to the clarification of the students' personal project. It could also positively contribute to the deconstruction of a blocking and idealised perfect image of the professional world, helping students to understand that they also have their place in this world and, where the strategies of mentors and University Counsellors allowed it, the Univers' Emploi guidance methodology also helped the students to feel more confident and empowered with the disclosure of disability issue.

Chapter IV focuses on the synergies created during the project. It describes the type of cooperation and synergies existing between actors. Synergies are important to be considered in such a project as Univers' Emploi as they are creating the facilitating conditions for implementing the project and its further sustainability. One of the important synergy created by the project is the relationship between Universities and Companies. All Universities reported that they enhanced their companies network by being involved in this project.

This chapter highlights how Univers' Emploi, according to the way it was appropriated by the different Universities and according to the context, contributed to create such synergetic conditions.

In the context of the Univers' Emploi project, different types of cooperation are observed. They depend mainly on the configuration of the project implementation in the University context, more specifically if it is only Disability Support driven or if an external support structure is also involved in the leadership of the project. The difference between the types of cooperation is also linked to the Universities stakeholders' mobilization strategies (political and administrative mobilization or companies mobilization strategies).

The cohesive forms of cooperation concretely translated into a tripartite cooperation involving University Counsellors, Mentors and Students. They also led to good working relationships in some cases with career/job placement services in the Universities, etc. This type of cooperation can be distinguished from the "segmented" form of cooperation, by the fact that University counsellors generally work together with mentors to plan the student's guidance plan. In this category, the University Counsellors are perceived as very supportive for the mentors work and are said to be available to help the latter to work with a student with disability.

In the concluding chapter, Chapter V, recommendations and reflections are presented. They are based on the content analysis of the students', Counsellors' and mentors'

discourses and on transnational discussions and reflections about the guidance methodology and the data collected during the experimentation.

The first key recommendations relate to how to support a sustainable change of practice in the disability support service in Universities.

They recognise the importance of supporting a better understanding of the student's needs assessment by the potential users, of organising, if necessary, through awareness raising and training the building up of a better understanding of the student's needs assessment as a formal tool to be used in a relationship of trust, of supporting the mobilisation of the head of the organisation (University) of facilitating the institutionalisation of the Univers' Emloi approach.

Other key recommendations aim at facilitating the commitment and participation of the students by working on the adequacy of the academic and guidance timeframes , in order to forward cohesion, by encouraging the creation of synergies between stakeholders and networking within the university's internal services. Another recommendation concerns the reinforcement of the links between the professional world and Universities, more networking and a better knowledge of mutual needs.

Finally, recommendations on the content of the guidance methodology concern the importance of addressing the disclosure of disability issue with an empowerment approach and the importance -beyond a technician approach- addressing job transition, self-determination issues, and of contributing to a better dedramatisation of the work place issue by promoting enabling skills.

# Chapter I: The presentation of the conceptual framework

This chapter is an introduction to the so-called Aarhus Model of Educational Counselling developed in the 1990's at Aarhus University. It is divided into three sections. The first section is concerned with an outline of the theoretical foundation of the model. The second section has focus on the practical-methodical perspectives of the model. And the last one looks back on the paths leading from a specific approach for each country to a common design *via* adaptations of the common model.

## 1. The theoretical foundations

The primary focus of the model is on inclusion of students with specific learning differences in academia; i.e. to facilitate the students' participation in the learning processes and the learning environment within the framework of the mainstream educational organisation. Thus, the goal is to support the students' participation in the specific framework of the learning environment and learning process provided by the faculties and departments in a wide sense, with a view to developing their potential to act in terms of their future work situation. Education is of course a goal in itself where people are prepared for meaningful lives, active citizenship and participation in society. Martha Nussbaum (2010) argues for some essential abilities a society needs to “produce” for its citizens: To think about political issues, reflecting, arguing and debating without deferring to either tradition or authority, to recognise other citizens with equal rights however different in race, religion or belief, gender and sexual preference, and to look at them with respect, as ends and not just means and to have concern for the lives of other people.

We can agree that these abilities are important for a “good life”. However, Nussbaums attempt to revitalise the German Humboldtian idealistic concept of “Bildung” (there is unfortunately no precise translation of this multifaceted concept into English) is not enough to secure inclusion in the society. The primary path to inclusion is not access, participation or even completion of an education per se, but the personal skills and qualifications (we deliberately avoid “competence” even if it has taken over the meaning of skills and qualifications in both everyday speech as well as in academic reference literature!) that enable the individual to master a profession on the labour market. To be “employable” is crucial to all graduates in tertiary education – as emphasised in the “Bologna Process” documents - but for students with specific learning differences (disabilities) it is even more true. It's a matter of fact that companies and organizations are looking for graduates that can contribute with, figuratively speaking, some kind of black figures on the bottom line, or in other words produce added value.

In the process of transition to the labour market graduates with disabilities are facing many different obstacles. On top of the difficulties for getting the adequate support in



time, the graduate can expect to be confronted with employers stereotypic prejudice of disabled persons in general and/or of the specific disability in question. In short the employer is only seeing problems and not the potential for added value. It is self-evident that if the graduate doesn't have skills and qualification in accordance with the diploma, the chances of being considered for a job opportunity are very small, or in reality non-existent; unless this job opportunity would be granted as a charity where disability is requested. It is our firm belief that only jobs with a "real" content are a pathway to inclusion.

During the students learning process the skills and qualifications are created within the framework of the institutional mainstream teaching (theory) and training (practise) – and hopefully without completely neglecting the aspect of "Bildung" previously mentioned. It is therefore inevitable, that the support takes place at the educational institutions as part of, and in close cooperation with, the faculties and departments. We saw, and still see it fundamental for the development of support that it is based on evidence-based research well considered counselling and educational practice. It is also imperative that the rationale behind the research should play a key role in widening the access from the margin to the centre.

A crucial point was hence not only to focus on support to the students' elaboration and mastering of the contents of courses and degree programmes, but also pay attention to the habits, routines and stereotypes of the administrative staff and academic educators and most important to the observed inertia in students thinking practises. Many students with learning difficulties had indicators of cognitive ambiguities and conflicts leading to stress, uncertainty, mind flux and possibly anxiety. On the one hand this could be a barrier for social and academic development and growth, but, on the other hand, that was the hypothesis based on developmental theories. With well structured and meaningful counselling and support this cognitive difficulty could be used as a launch pad to facilitate the release of unused potential in the individual student.

In the last 50 years the policy contexts for universities have changed dramatically: from an existence in a relative obscurity to a major (if not *the*) apparatus in the socio-economical development of the society. This change is closely linked to the fact that the economies in the developed countries (here Europe) in the last 50 years were heading out of a predominately basis in industrial production into the era that is usually called the "knowledge society." In that period higher education moved from elite to mass institutions from less than 10 % to 40 – 50 % participation of the population in higher education. Away from the few selected it became imperative to encourage all talents that were available.

If these ambitious targets set in the European Union, competing with even more assertive goals set in some Asian countries (for example in South Korea the participation rate is 80 %), it is necessary that everyone develops his/her potential to the maximum. If higher education and governments are to meet these challenges with more than uncommitted policies, it's necessary to take a step further from the mass university to a university that gives more attention to widening participation, i.e. access to, progression in and completion of higher education. As also mentioned later it's imperative that higher education institutions do not compromise on quality. This means that it is essential to organise teaching, counselling and student support in a way that the variety of students'

needs is satisfied without sacrificing quality and that research based education is ensured.

Although widening participation, or the *social dimension* as it is named in the Bologna process, was not mentioned in either the Sorbonne or the Bologna Declarations (late 90's), it would not be fair to say that it was totally irrelevant in a discourse that enclosed the above stated issues, as it has been one of the major action lines in the past decade. In the past decade the social dimension has been more and more in focus in the different EU ministerial declarations starting in Prague with a rather vague policy statement over to a more affirmative statement in Bergen (2005), that "the social dimension is a constituent part of the European Higher Education Market" and in London (2007) "the higher education student body should be a reflection of the diversity of the population." Finally in Leuven (2009) it was stressed that there is a need for measurable targets of participation in higher education, which were to be met in 2020.

However, despite all the good will demonstrated by the central European authorities, the social dimension still remains a goal that has only been implemented in the different European states in varying degrees but generally in a very modest scale. Evidence based research has shown that the massive increase in overall participation rates in higher education does not result in widening participation. If the "unused potential" of the target groups covered in the social dimension -low-income families, ethnic minorities backgrounds, student with disabilities, non traditional learners and other groups is to be realised it is necessary to provide the higher educations institutions with tools and incentives to be active and responsible for helping persons from disadvantaged backgrounds gain access to higher education and participate successfully

Studies in widening participation in general and studies in support methods for students with disabilities in particular, are rooted largely in empirical/pragmatic approaches, mostly without explicit theoretical grounding and foundation in research (evidence) based methods. Although that we, at Aarhus University, also have had a practical approach it was right from the beginning, more than 15 years ago, based on a philosophical foundation; with the German philosopher Martin Heidegger's "hermeneutic phenomenology" and particularly his understanding of the nature of the human being and indeed, human living which is basically (human) development (Heidegger<sup>1</sup>, 1927, 1986). It's not the place to reconstruct his magnum opus (Being and Time) from 1927 through the very complex philosophical investigations of temporality, mortality, care, anxiety etc. But a very important point in Heidegger's analysis of the "Dasein"(=human being) is that we are all thrown into our possibilities, in fact we would stress that we firstly and mostly are our possibilities. It's important to emphasise that these possibilities are not even close to the neo-liberalistic concept of freedom of choice. The meaning of the Heideggerian concept of possibilities is that we all have very specific and individual possibilities and we are not toughly ourselves unless these, our own-most inner possibilities, are unfolded. No one but ourselves can know what our (true) possibilities are; we can be facilitated by a counsellor, but the responsibility of choice is our own.

<sup>1</sup> Heidegger, Martin (1986, org. 1927)"Sein und Zeit".



The philosophical foundation was supplemented with the “Daseinsanalytical Approach,” developed in Switzerland after the 2<sup>nd</sup> World War by Medard Boss (Boss 1971, 1999<sup>2</sup>) and Gion Condrau (Condrau 1989, 1998). This approach is grounded, almost exclusively, on the philosophical perspectives of Heidegger. Again we must limit ourselves to a single, but significant, point. When Medard Boss read Heidegger during the 2<sup>nd</sup> World War it was Heidegger’s description of human solicitude (German: Fürsorge=concern), which Heidegger in Being and Time called “anticipatory care,” Heidegger makes a distinction between two kinds of solicitude: that which leaps in and dominates and that which leaps forth and liberates. The first disburdens the human being from his/her problems and in so doing makes him/her dependent on someone else taking action. The second does not disburden him/her, but facilitates (calls) him to face up to his/her concerns, and by that helps him/her to become transparent to him/herself and eventually to become free. In other words; in this approach the counsellor “teaches” the counselees how to learn to accept the situations and difficulties they have been “thrown” into, and not to think that everything will be solved if they get rid of one thing and another.

In the following years the theoretical basis was further developed by the thoughts of another German philosopher, Hans Krämer, who in his ground-breaking major work: “Integrative Ethik” (Krämer 1992, 1995), via a reconstruction of classical schools of ethic, linked psychological psychotherapy to practical philosophy in order to establish a theoretical basis for a new counselling practice. Last but not least is Emmy van Deurzen, founder and director of the New School of Psychotherapy and Counselling in London. She has been, and still is, a very important source of inspiration. In her theoretical work Emmy van Deurzen emphasises that living a good and meaningful life is very different aiming from happiness (cf. Deurzen 2009). As human beings we grow stronger not by avoiding troubles and aiming to be happy in the moment, but by facing them. In order to live a meaningful life we must have some purpose, actions are done for a reason and they matter. Values are essential. There is a need for efficacy; we need to feel capable of having an impact on the world. Finally self-worth is important; we must feel that we, as individuals, are good and we do good things.

The second pillar in the theoretical foundation is the wide-ranging theory of learning by Peter Jarvis, in particular outlined in his trilogy “The Lifelong Learning and the Learning Society” (Jarvis 2006 – 2008<sup>3</sup>). Jarvis sees learning as a process of realising what humans (c: the students) might become. This is an existentialist process, however never individualistic but always social (with others). In an earlier collection of articles, together with Stella Parker, “Human Learning. An Holistic Approach” (Jarvis and Parker 2005, 2007), Jarvis emphasises that learning is a driving force of humanity. Learning is a complex topic that spans the fields of disciplines in science and humanities. Consequently there is a tendency to focus and produce biased representations contained within disciplinary boundaries without an understanding of the whole. As said above, learning is a complex activity and in order to comprehend some of the complexity we must begin with an understanding of the human nature. Humans are body and mind and they are in relationships with others as well as with the physical world. Although there is

<sup>2</sup> Boss, Medard (1999, org. 1971) “Grundriß der Medizin und Psychologie“.

<sup>3</sup> Jarvis, Peter (2006 – 08) “The Lifelong Learning and the Learning Society” I – III.

no concurrency in the development of the conceptual framework for the “Aarhus Model” and the publications of Peter Jarvis, it is clear that we had a conception of learning in a multi-disciplinary holistic approach in conjunction with Jarvis’ rather complicated definition of learning, where *learning is a combination of processes whereby the whole person – body (genetic, physical and biological) and mind (knowledge, skills attitudes, values, emotions, beliefs and senses): experiences a social situation, the perceived content of which is then transformed cognitively, emotively or practically (or through any combination) and integrated into the person’s individual biography resulting in a changed (or more experienced) person.* This definition is not very precise and indeed debatable, but it is an excellent illustration of the complexity we were facing in the on-going process of developing the conceptual framework.

A third pillar in our theoretical construction is an applicable theoretical model of disability (a model of “diversity and widening access” has lately become more and more in focus; although not irrelevant, we will have to pass this discussion over) that can be included in a comprehensive theoretical concept on which it is possible to reflect the philosophical foundation, the theory of learning and the pragmatic practical and concrete educational assistance. As our main target group was disabled students the following will refer to this group. However, since our starting point was not “disability” per se, but the individual student’s learning barriers, the model can be applied to other groups, in fact it is our firm belief that the model could serve as a general learning assessment and support model.

In the “old paradigm” model of disability – the Medical Model, where disability is considered to be an individual problem – the disabled individual has a disability caused by a disease, injury or health condition and requires professional care in the form of treatment or rehabilitation. The person is in a sick role or simply as being “sick” and unable to function as normal. The key professional is the medical doctor who, we will argue, makes decisions about matters, which are not related to their field of expertise, i.e. medicine. The result of the sick role is that the person is excused from social obligations. The person is said not to have the capacity for participation as self-responsible in education, work or other social situations; although the model is labelled as “medical” it has a great influence on other non-medical professionals like educators, social workers etc. These professionals act as the medical doctor’s right hand helpers according to a concept of normal function that is based in a medical assessment and prescription. The impact of this model on the disabled person can be quite devastating. It requires a lot of stamina not to adapt to the “easy life” of having no responsibilities and no expectations to live up to. The lack of responsibility and expectations becomes a self-fulfilling prophecy to a degree that the disabled person’s whole identity is defined almost only by the capabilities that the disabled can’t perform.

There are several other models of disability but we will in the following focus on the prevailing model of today – the Social Model – which is often viewed in contrast to the medical model. The Social Model was developed in Great Britain in the 1970s by physically impaired activists, obtained academic authority in the 80s and in the 90s it was established as a socio-political and ideological litmus test of disability politics in Great

Britain and used to distinguish between organisations, policies, laws and ideas which are progressive and those which are insufficient and intolerant (cf. Tom Shakespeare 2001<sup>4</sup>). The social model, at least in the rhetoric of the hundreds of disability policy papers produced in many countries in the last two decades, have had a major impact on the philosophy of disability in the European Union as such, in the member states and in many other countries around the World. Tom Shakespeare, an academic scholar and a disability activist, asks why (ibid.). He replies that firstly this model identified a political strategy: barrier removal (we must remember that the Social Model was developed by physically impaired persons) rather than pursuing a strategy of rehabilitation etc. Second, and perhaps most important, its the impact on people with disabilities.

The Social Model was very liberating; suddenly they were able to understand that they weren't at fault. Society was. They didn't have to change; society needed to change. They didn't have to be sorry for themselves; they could be angry. In short, the Social Model perceives disability as a social construct that is created by an unsympathetic social environment – and needs social change. Ultimately the barrier free and fully – in every meaning totally – accessible environment is comprised in the idea of Universal Design. A second version of the social model is that of the oppressed minority that persons with a disability face discrimination and segregation similar to those of an oppressed minority group. Consequently persons with disabilities have some rights “per se” (David Pfeiffer 2001<sup>5</sup>).

In our view neither of these models is able to promote an approach that presents more than the accessibility perspective; neither can they embrace some very crucial factors such as the individual's personal characteristics, the individual's resources and the environment in the widest sense; i.e. not only physical but also social, economic, political etc.

We consider the Capability Approach Model, developed by Amarty Sen and Martha Nussbaum (Amarty sen and Martha Nussbaum 1993, 2005<sup>6</sup>) to be a not perfect but more useful framework. In this model the focus is on the person's capability – or as we rephrase it human potentiality. Capability is closely connected to “Well-Being” which Sen defines as a person's ability to do valuable acts or reach valuable states of being (Sen 2005). The capability reflects these persons' alternative combinations of valuable functioning can actual achieve and for which there can be a choice. In Sen's view human capabilities constitute an important part of human freedom because the fact of choosing is stressed. In this paper it is not possible to discuss the capability approach in depth, but this approach could potentially be used in a comprehensive theory for human diversity and the quest for equity in education for disabled or other so-called under-privileged groups. In line of that, Martha Nussbaums elaboration of Sen's capability approach is in our opinion very important. Martha Nussbaum accentuates the importance of potentiality and human development. Following that, we will enhance the ethical implication of her conception and argue that in the issue of human potential development, it is of no

<sup>4</sup> Shakespeare, Tom (2001) “The social Model of Disability: an Outdated Ideology?” in: Research in Social Science and Disability, Vol. 2.

<sup>5</sup> Pfeiffer, David (2001) “The Conceptualization of Disability” in: Research in Social Science and Disability, Vol. 2.

<sup>6</sup> Sen, Amartya (2005) “Capability and Well-Being” in: Nussbaum, Martha C. and Sen, Amartya ed (2005, org. 1993) “The Quality of Life.

importance whether capabilities are actually realised or not taking account that if a person's capabilities could be developed, they should be developed because the span of choice for the individual will extend and therefore produce more well-being. With the concept of potentiality we have closed the circle back to the learning theory of Peter Jarvis and the philosophy of Martin Heidegger.

Further to the above lines it's our opinion that the primary focus for integration of students with disability in higher education in general has been placed on "the perspective of accessibility" (Willy Aastrup 2007). The perspective of accessibility is of course important, but it is a perspective which emphasizes accessibility in relation to the physical surroundings, support of assistive technology and, according to the prevailing Social Model of disability, adapting the environment to the student with a disability and consequently wrapping the students up in an artificial world where all problems and hindrances and any complications are removed by good intentions but erroneous practice. As a result the student will never be able to achieve the skills and qualifications that the labour market rightfully expects.

As we will see later in more detail in section two, we propose a different perspective - a learning-oriented perspective - where the emphasis is not only placed on physical and quantitative conditions but on qualitative educational conditions. Our learning-oriented perspective is concurrent with the Bologna Process. The Bologna Process is first and foremost a systematic instrument for standards and guidelines for quality assurance in the European higher education area. Many states all over the world have committed themselves to these standards and guidelines. Another point worth emphasizing is that the major stakeholders the signing ministers refer to be the students and the employers. Employability is crucial - what employers see on the diploma is what they get. And last but not least: what is important in the Bologna Process is not so much the content of the curriculum. Much more essential is the individual's learning outcomes (not how many pages you have read, but; what you can do after the course, is pivotal to the labour market).

According to the conceptions of the Bologna Process, academic learning can be described as a process of skill development (acquisition of competences) where the students over time and in different levels acquire certain elements of learning through a specifically designed developmental process. An important aspect of the descriptions of the learning objectives and elements in the Bologna process is the fact that the intention of the academic learning process is determined as something more than just the "simple" acquisition of knowledge. In view of that, the elements of learning involved in university education can be divided into three forms: *Knowledge and abilities*: general knowledge and abilities or knowledge and abilities specific to a certain discipline. Discipline is here to be understood as a knowledge field, which is applied to arrange knowledge of a certain case or subject. *Qualifications*: Practical, intellectual and / or academic ability to employ knowledge in relation to handling problem areas in general within one or more disciplines. *Metaknowledge*: the ability to reflect on problem areas in general or within one or more areas of studies in order for the individual in question to become capable of questioning existing knowledge, developing new knowledge, and solving new problems. The learning objectives for the two overall levels, or cycles as it is usually called, of the general educational structure – the so-called 3+2 model, which stands for 3 years for a bachelor program and 2 years for master program - express that the student should demonstrate



these skills at a basic level for the bachelor's program and at an extended and specialized level for the master's program – the concept of progression through the educational levels.

In consequence of the above line of thought, it is our objective at Aarhus University to secure an explicit academic orientation by means of adapting the facilitation of the students' participation in the university's learning processes and learning environment within, as mentioned earlier, the structure of the mainstream educational organisation to the individual student's academic difficulties as well as to the student's subject and educational level in order for the student to meet the general and specific educational requirements for quality as stated in the prescriptions of the Bologna Process.

The university's vision is summarized in the following statement:

*“All students at Aarhus University who meet the admission requirements must be secured access to an equal educational environment, which shall ensure all students the option of realizing their potential to complete a higher education.*

*All students are expected to live up to the general and specific requirements for quality of the degree program. Aarhus University guarantees to the students and to the labour market that all graduates have achieved the necessary academic competences and that the exam results and other evaluation present a true picture of the level achieved.”*

The conceptual framework and the visions for the special needs educational support are expressed through the overall strategy – as presented earlier - concerning students with specific educational differences. This strategy is founded on the primary goal of promoting integration and inclusion of students with specific educational differences at Aarhus University through high quality educational assistance and counselling.

## 2. Practical-Methodical Perspectives.

The model is based on the idea of providing learning oriented inclusion in the educational system as well as in society in general, with a specific focus on supporting persons with specific learning differences in their transition from education to work, based on a holistic approach. The academic framework can be defined by means of the four key concepts: *education, inclusion, learning and existence.*

The inclusive efforts towards persons with specific learning differences are based on three main principles:

### *Principle no. 1: General inclusion*

The efforts are focused on a facilitation of the students' participation in the learning processes and the learning environment within the framework of the system. Thus, the goal is to support the students' participation in the specific framework of the learning environment and learning process provided by the education in a wide sense, with a view to developing their potential to act in terms of their future work situation. Therefore, the support takes place at the educational institutions as part of the learning environment and by not removing the students from their study environment in order to give them special education in an external institution and/or in a special school.

### *Principle no. 2: Students as students*

The model emphasizes the importance of meeting all students as students. The student is thus regarded as a person with a physical or psychosocial disability in a given educational context or, in other words, as a student with certain individual learning differences and educational needs. Therefore, it must be emphasized that the efforts do not take the specific diagnosis of the student as their point of departure, primarily, because treatment is not the purpose of the efforts; it is rather to give the students a better opportunity (potential) to be retained and thus to complete their education with a view to entering the labour market. Hence, the student is not regarded from a pathological perspective focusing on the deviation from what is considered a normal mental or physical ability to function, i.e. something that needs treatment. Rather, the student is regarded from a perspective focusing on individual difficulties with respect to participating in the learning environment and learning processes of education. Consequently, it is not a matter of simply compensating the student for his/her mental, physical etc. difficulties as this implies a degree of passivity. Instead, the efforts are directed, as far as possible, towards an expansion of the students' opportunity to act as well as to a competency development intended to enable the student to participate on equal terms with other people. These students should thus be seen as students who are to live up to the same goals and demands for quality as everyone else, both in their education and in the labour market, however, within the conditions of their individual situation. Therefore, the efforts should also be based on the students' own perception of their difficulties given their individual life situation. It is our ambition to meet the students as whole persons with an educational life and a desire to be included in the labour market on the basis of their real professional competencies. Just as the students should not be identified with a diagnosis or seen as a client, it is equally important not to go to the opposite extreme by supporting a process in which the student solely identifies him-/herself with being a student.

### *Principle no. 3: Proactive efforts*

The importance attached to the students own perception of the situation also refers to the fact that the efforts should be as proactive as possible. The purpose of the efforts is not just to compensate and adjust but certainly also to develop and encourage the students' own ability to master their existence. Therefore, the efforts should also be a means to clarify and develop resources and competencies in order for the students to be able to function as active members of society who take an active part in shaping their own lives, their education and their choice of career. The students should not be held single-handedly responsible for their lives, education and career, but they should learn to relate to their own responsibility so that they do not end up in a passive patient/client role.

Moreover, the aim of the efforts is, on the one hand, to guarantee the demands and the quality of the educational system as well as the labour market, and on the other side, to be able to meet the students as persons with individual goals, wishes and expectations to life. The students should neither consider the support efforts nor their diagnoses a pretext for renouncing responsibility; on the contrary, they should be challenged in their attitude towards life.

### *An integrative model*

The model intends to create a connection between the needs of the students on the one hand, and the methods used when dealing with the students' difficulties, on the other. The

purpose of study guidance and career counselling is to expand the field of participation and opportunities (potential) for students with specific learning differences through facilitation of 1) admission to, completion of and transition from a university education and 2) change through learning integrated as personal development.

The model can be described as a two-step process:

### *Step 1: Assessment*

In the assessment process, the student presents his/her specific learning differences – e.g. concentration difficulties; lack of motivation or difficulties with respect to making ends meet; difficulties in terms of facing transition from education to the labour market (such as choice of career etc.). The first step of counselling is assessment. The assessment consists in one or more clarifying conversations and aims at converting the learning differences into more identifiable study related, career related and learning related problems – e.g. problems with low self-esteem in connection with achievements in terms of both education and future job; difficulties with respect to taking part in relations with fellow students and teachers/professors; difficulties as to creating a coherence in the daily acquisition of competencies in the studies, or problems with respect to finding a career path that makes sense and allows the student to have an authentic course of life. These difficulties often cover a number of concrete and mutually connected problems.

An important aspect of the method is the fact that the assessment is based on a relation between counsellor and student which is built on mutual trust. The conversation should not be determined by a fixed set of questions (i.e. a questionnaire). The subjects of the conversation should arise naturally, and the information given to the counsellor should reflect what the student wishes to share.

The focus of the assessment is a clarification of the student's learning differences and educational needs of the student.

The different learning differences can be categorized as follows:

1. Study and/or career: *Academic* (understanding academic concepts etc.)
2. Study and/or career: *Cognitive* (working memory, long-term memory, concentration, attention, thinking, abstraction, patterns of thought etc.)
3. Study and/or career: *Working process* (structure, overview, planning, deadlines, tasking, making decisions etc.)
4. Study and/or career: *Motivation and energy* (motivation, exhaustion, spontaneity, initiative, courage, wishes etc.)
5. Socially: *Social relations* (contact and ability to draw lines, being with other people in certain contexts (teaching situations and study groups); participating in social contexts; handling relations with fellow students, colleagues in a workplace (e.g. in connection with a student job), teachers and other people in positions of authority; contact and relation with counsellor, mentor; influence from relations with partner, family, friends, etc.)
6. Socially: *Language and culture* (participation in the culture of the institution and the study, cultural values, ideals and standards within an education and/or a workplace; difficulties with respect to body language, difficulties in terms of written and oral communication)
7. Individually: *Self-relation* (self-esteem, self-confidence, achievements, perseverance, self-identity, patient identity, student identity etc.)

8. Individually: Life strategies (life goals and projects, abuse, eating behaviour, need for security, etc)

9. Individually: Body and physical relations (circadian rhythm, sleep, pain, headaches, sexuality and body image)

The assessment process takes place in the beginning of the study guidance and/or career counselling, i.e. when it comes naturally, and when the student is ready. Personal, academic and career related difficulties constitute the focus of the assessment.

Based on the identification of the problems, the second step of the process is initiated with one or more praxis approaches, which are intended to create solutions to the personal, academic and/or career related problems. For instance, solutions may consist in changes, which occur as the student improves his/her capability to live up to the goals and demands for quality in education. However, the solution to many of the personal, academic, and career related problems originating from a mental, physical disability etc. may also manifest itself in other ways: e.g. the student is retained in his/her studies and becomes more satisfied with him-/herself; or perhaps the student realizes that his/her life needs to take another direction which is not compatible with the education. Thus, the study guidance and career counselling do not only reflect a narrow demand for quality control through an increase in production of active full-time equivalents, but also a much more holistic outlook on students in which it is not possible to lay down criteria for the efforts. In concrete terms, this means that the efforts are neither oriented to the students' disabilities or mental, physical diseases, nor are they just oriented to the students as students. The efforts are aimed at improving the study life and thereby transition to the labour market for a number of individuals who are finishing their education and who have specific learning differences. The level of success will thus depend on the criteria laid down in the conversation between the counsellor and the individual student as more or less concrete study and work related forms of solutions. These forms of solutions will provide an improved study completion process for the individual by expanding his/her field of participation and potential both within education and in transition to the labour market. Examples of overall forms of solutions could be:

- Improved ability to handle exam situations.
- Retention in education in spite of severe existential problems.
- Improved ability to identify wishes for life and a more authentic approach to choices and completion of education.
- A more clear and manageable study life through a reduction of the number of failed exams.
- Improved ability to take part in social relations with other students and teachers/professors.

The forms of solutions and the criteria of success are closely connected to the concrete study problems that have been defined in the assessment process.

### *Step 2: The integrative model*

The previously mentioned efforts imply a pragmatic use of one or more approaches depending on what is estimated to be preferable in the given context, with a view to



expanding the field of potential for students with specific learning differences through facilitation of 1) admission to, completion of and transition from a university education, and 2) change through learning integrated as personal development. As the efforts are based on an overall idea of not separating students with mental or physical disabilities etc. and isolating them in special education courses with demands for quality and goals which have been adjusted to their individual needs, but rather of integrating them by giving them the opportunity to live up to the general and specific demands for quality and competencies of both education and labour market, the model is generally considered to be integrative. The model does not operate on the basis of one specific vision or one given idea; rather, it only brings methods and theories into play which support the basic assumption that all people should have equal opportunities and equal access to participation in and completion of a higher education as well as participation in the labour market and retention of a real job based on real academic competencies, provided that their motivation and cognitive abilities are sufficient. As already mentioned, whatever approaches are to be used depends on a pragmatic estimate of the problems which have been clarified in the course of assessment or perhaps later.

However, the model is built upon a spectrum of eight different forms of direct conversation based approaches each holding a wide range of theories and methods:

1. **Guidance:** Guidance is an information-orientated activity, which contributes to the development of the student in terms of handling his/her study tasks in a qualified and independent way. The counsellor is thus supposed to help the student reach a level of consciousness, which can be rooted in intentions and actions as he/she becomes capable of making appropriate decisions with respect to his/her education. E.g. choices concerning exams, studies abroad, study changes, postponement of subjects, leave of absence, and handling financial affairs.
2. **Counselling:** Counselling is a problem solving oriented activity aiming at helping the student change in order to be able to clarify and take responsibility for the solution of concrete problems concerning emotions, thoughts, and actions related to the studies which hinder completion of education. This could be problems in terms of low self-esteem in connection with study achievements, lack of ability to relate to other students, mismatch between own ambitions and parents' ambitions, difficulties with respect to behaviour in teaching situations, etc. Counselling is particularly useful when helping a student deal with deep but not too extensive study problems, which have a personal nature, and become more self-reliant and self-sufficient.
3. **Advising:** Advising is a problem solving oriented activity aimed at giving the student recommendations as to how solve concrete study related problems. Contrary to guidance, counselling and therapy are advice directed and not aimed directly at making the student self-sufficient. The approach is useful in special cases when the student is considered to be in need of concrete advice instead of reaching a level of self-consciousness that should be rooted in intentions and actions.
4. **Coaching:** Coaching is a result-orientated activity aimed at providing the student with instructions, direction and feedback with a view to enabling him/her to reach his/her goals and improve his/her performances. This applies to students who need to focus on the

resources that they already possess, and who are able to identify clear goals in their studies that they would like to reach.

5. Academic support: Academic support comprises support in terms of learning how to learn in education, and it can basically be divided in to two types: 1) The academic support takes its point of departure in a principle of academic apprenticeship and aims at facilitating the process of learning how to learn a specific academic subject in a given study with a specific culture. Academic support is applicable when dealing with students who are having troubles for creating an academic overview, structuring and understanding academic problems and the concrete learning process of a given study, managing the intellectual exploration of certain assignments, profiting from lectures and study groups because of problems in terms of associating with other people and maintaining an academic and social relation. 2) Contrary to this, the study technical academic support is intended to facilitate the acquisition of general strategies for reading and writing as well as for general structuring of everyday life as a student, which can contribute to the overall learning process. The study technical academic support is particularly applicable when dealing with students who have specific cognitive difficulties in terms of reading and writing, concentration difficulties etc.

6. Case work: Case work is an activity that precedes the decision making which takes place at the Counselling and Support Centre or within the field of responsibility of other public authorities. Among other things, casework comprises guidance and collection of information. This applies to students who need further counselling or support, exemption from certain examination regulations, financial support (i.e. the municipality or the Danish National Education Agency).

7. Supervision, evaluation and quality assurance: Supervision, evaluation and quality assurance are activities which comprise hiring academic mentors, continuous evaluation of the academic support (including co-operation between the student and the academic mentor, goals of the support, etc), supervision of the academic mentors, as well as quality assurance of the academic support (including initiation of and introduction to academic support, methods etc.).

8. Career counselling / career coaching: Career counselling and career coaching are activities aimed at supporting students with specific learning differences in the transition from education to the labour market.

Generally speaking, disabled students have quite low expectations with respect to their future in the labour market. Their perception of their own conditions and opportunities (potential) in terms of getting a job are equally unclear. They need to examine and clarify their individual opportunities and motivation to be included in the labour market. The focus on career is an expansion of the field of opportunities (potential) for the student in terms of entering the labour market and having a concrete job. In order to reach this goal, it is important that the student reaches an awareness of his/her own resources and abilities, on the one hand, and weaknesses, limitations, difficulties, challenges, on the other, with respect to the job seeking process in a learning oriented way that stimulates the student's interests and perspectives. Focus is on the student's special situation and his/her potential and barriers in connection with the choice of and vision for his/her future career, including transition from education to job. Although the student's actual disability is part of the situation, it is not necessarily what is most important. In the counselling process the meaning that the student attaches to his/her life is examined and challenged, and this also includes thoughts

about notions of inclusion vs. exclusion, like for instance a lack of confidence in the obligingness of a future employer.

The career counselling process is initiated with a clarification of the student's vision for his/her career, including the following concepts and their influence on the person's career as life development, life project, life expectations, identity, and motivation. Focus is on a clarification of the person's concrete opportunities (potential) in terms of a career in the labour market, including a clarification of the person's resources and limitations as well as the inner and outer barriers that a person can encounter while implementing this potential.

The visions, resources, limitations, opportunities, and barriers that the individual has when it comes to his/her career provide the basis of a clarification of more concrete career goals and of a planning process focusing on strategies of action designed to reach these goals. In the transition between education and work, the student finds himself-/herself in a life-changing situation. This is a life situation in which many people are confronted with the feeling of existential anxiety – central concepts like freedom, responsibility, meaninglessness, and authenticity are in play. An important element in the career counselling process is thus to create a space in which these existential themes and their significance to opportunities and limitations in terms of choice of career can be clarified and challenged:

*Phase 1: Resources and limitations – responsibility:*

This phase focuses on helping the student reach an individual clarification of his/her resources and limitations. In this process, the student should be made aware of the freedom (lots of choices) and the responsibility that the choice of career entails.

*Phase 2: Options and barriers – clarification:*

This phase focuses on a further examination and clarification of the student's concrete career options (potential) in the labour market, as well as the inner and outer barriers that he/she may encounter in the attempt to implement this potential. An important aspect of this phase is the degree of meaning and authentic existence that the person achieves by choosing a given career.

*Phase 3: Goals and strategies – concrete action:* This phase focuses on clarification and planning of concrete career goals and strategies of action which are necessary for the student to be able to achieve the goals that he/she has laid down with respect to his/her career. It is a process based on a clarification of the vision of resources, limitations, options (potential) and barriers concerning the career, which are present in the life of a disabled student, i.e. a student with learning differences.

*Phase 4: evaluation:*

In this final phase the student has the opportunity to reconsider his/her choices/visions, including the concrete plans and career goals, choice of career, concrete strategies of action, etc. The purpose is to ensure that the student decides on the very career that gives him/her the highest degree of meaning in life, including the potential for authentic existence. This is a process in which focus is on

the significance of the following concepts and their influence on the person's career: life development, life project, life expectations, identity, and motivation.

The integrative model can be a lengthy process that immediately succeeds the assessment. The important thing is, that approaches as well as their related theories and methods are always directed to the concrete problems which have been revealed in the first step of the study and career counselling, i.e. the assessment. Very often the counsellor will change between several different approaches as well as theories and methods during the process but sometimes also even within a single conversation. In some cases, it is a good idea to create a framework for the process or agree on a certain contract within the process. This depends on the individual student and his/her problems.

It is very imperative that neither the whole integrative model nor the different elements should be seen in a three-dimensional perspective, i.e. as layers. In other words, the different tools are not applied one after another but simultaneously which means that they co-exist at different levels.

## 2. From a specific approach to a common design

### Analysis of the Aarhus model and the Disability Services Supports specificities by the consortium

The analysis of the Danish model in order to elaborate a common approach adapted to the French, Italian, Irish and Danish context has taken place from December 2011 to June 2011. The Aarhus University model of students with disabilities guidance has been presented during the seminar of the Univers' Emploi project in December 2010 in Paris. The study of this model was then pursued in the working sessions during the transnational seminars of Aarhus in March 2011 and of Dublin in May 2011.

A grid in order to collect information about the welcoming process of the students with disabilities within the participating Universities has been elaborated. This allowed the insertion of the considerations on guidance into each national context.

The analysis of the existing national models of the involved partners has then being based on:

- A global presentation of the involved Universities,
- Their legislative context (anti-discrimination law, disability law),
- A presentation of the missions of the University Disability Services
- The type of existing students' Guidance (pedagogical adaptations, technical, human, financial and administrative support, etc.),
- The tools used by the University Disability Services.

During the Dublin transnational Seminar, some work has been done in order to identify which tools, among the Aarhus University ones, should be adopted in order to become a common tool to be adapted to national contexts. The Aarhus University initially proposed eight tools:

1. Registration form
2. First interview form
3. Students' needs Assessment guide
4. The initiation of special educational needs (Field interviews)
5. Handbook (on supports and accommodations according to disability type)
6. Interview guide for the recruitment of counsellors
7. Record (of the interview with the student),
8. Semester report.

Using the Aarhus model and tools as a basis, all partners have worked together in order to elaborate and propose a common model. They met on a regular basis during working seminars where all consortium members participated as well as other organisations involved in the project (INSHEA, Aarhus University, Foro Italiceo University, University College Cork, Trinity College Dublin, Savoir et Compétences and then Tremplin, Ahead). They more specifically worked on the integration of the professional dimension in the existing tools.

### Integration of the professional dimension in the tools

Together with INS HEA, the external support structure Tremplin has worked with the Aarhus University in order to integrate the professional dimensions in the existing tools.

The Assessment guide was then completed in order to integrate the professional dimension.

The following items have then been proposed:

- Employment perspectives (after-studies life aspirations, professional aspirations, competences, capacities, work experience, professional objectives, professional objectives related to disability).
- Employment transition (Professional Environment, Job hunting techniques, Support and advices, employment, partners involved).

The Initiation of special educational support (field interviews, tool 4), which is guiding the first professional interview between University Counsellor and students has been modified in order to be adapted to the interview between the Mentor and the students. The field interview (tool 4) now reflects the design of the Mentor/students meetings. It has been kept voluntarily light in order to avoid being too restrictive on the mentors and students exchanges

Several tools have been created and they specifically concern the transition to employment:

1. The road map,
2. The critical feedback,
3. The report of the assesment for the transition to employment
4. The Charta

All these tools have been proposed to partners and then collectively analysed and validated.



## Training and appropriation of the tools proposed

During the transnational seminar in Strasbourg in September 2011, a two-day training has been animated by the Aarhus University Representatives. This session was structured around the following aspects:

- Fundamentals and key issues of the Danish approach,
- Application of these fundamentals in a professional practice (what is done, when and how),
- Presentation of the integrative model,
- The students specific needs for learning assessment

This training session aimed at answering the questions of the partners involved in the project, users of these tools in the context of the experimentation (Foro Italico University, University College Cork, Trinity College Dublin, Strasbourg, Paris Ouest Nanterre La Défense et Montpellier 1 Universities). It also aimed, in a dissemination perspective, at providing them with the competences to, in turn, train their colleagues to apply the Univers' Emploi methodology.

## Test and validation of tools

Finally, as a result of the cooperative work of the consortium, nine Univers Emploi tools were proposed in the context of experimentation. These tools have been used and sometimes enriched with the working group feedbacks and by being concretely used. A last validation of the final tools then occurred during the last transnational seminar in September 2012 in Suresnes. The validated tools can be divided in two groups:

- 1) Tools dedicated to Universities in order to guide, with a focus on the job transition issue, the students with disabilities:
  - Registration form (tool 1)
  - Assessment guide – (tool 3 modified)
  - Record- summary (tool 7)
  - Semester report (tool 8)
  - Report of the assesment for the transition to employment
  - Student's feedback (new)
- 2) Tools dedicated to professional mentors for the guidance of students with disabilities:
  - Field interviews (1<sup>st</sup> interview, following interviews and last interview) (tool 4)
  - Road map (new)
  - Mentor's feedback (new)
  - Charta (new)

### 3. Adaptation of the common model in each participating country

Each country has adapted the common model to its own context.

#### Modelisation of the innovative strategy in Denmark

The work with facilitating of learning processes to promote employability has, in a Danish context, focused on creating conditions that transcend the dichotomy between the Medical and the Social Model. The purpose of the specific project activities was not just to compensate and adjust but also to empower and encourage the students' own ability to master their whole existence – participating in life in general and therefore also “working – life”.

Our aim was to create a participating co-operation, where the university counsellor, professional Academic-mentors, and the Company-mentor who works in companies and has to do with similar disabilities as their associated students, are working together towards creating better conditions for facilitating development and reaching participation in the labour market. Our effort was not explicitly directed towards enhancing of synergistic action among different institutions. Instead, our focus has been to facilitate learning processes, built on a series of educational psychological theories and methods, that encourage the students' own capacity to master their existence (focus on the subject formation in a subject scientific frame of reference), by promoting real inclusion (focus on the social context for learning and expanding participation opportunities), where the students modify the way they relate to themselves and their job-opportunities in a more agency oriented, proactive, nuanced and exploratory way (and where change is expected conceptualized on the meta-cognitive/affective and maybe even on the ontological level).

The majority of students involved in the project come from the department for Advice and Support that has a branch in the University of Southern Denmark (This department provides support for students with neurological and psychosocial difficulties). The rest of the students come from the head office in Aarhus University.

The first meeting between the University Counsellor and the student took place right after the student's agreement to participate in project.

Three university Counselors were working on the project. The main purpose of the experimentation was the assessment tool, which consists in one or more clarifying conversations and aims to convert the learning differences into more identifiable study related, career related and learning related problems. The facilitating strategy which is related to the *Integrative model*, conceptualises change through a learning perspective integrated as personal development, and involves counselling based on Existential, Cognitive Behavioural and Psychoanalytical foundation which represents the academic framework and the four key concepts: *education, inclusion, learning and existence*.

The university counsellor was also responsible for *supervision, evaluation and quality assurance*. The meeting between the professional Academic mentor/Company mentors and the student was organized as a result of the initial learning assessment done by the University counsellor.

In the Danish experimentation we had two types of mentoring.

Mentoring 1: works with students who are in transition between BA to MA- program. In this context, the emphasis was on the promotion of the student's prerequisite for making realistic and informed choices in relation to future studies. The student's dreams and aspirations for future employment opportunities thus become the focal point for the student's reflections. Several students needed help to establish contact with public organisations or private enterprises where they could do practical training and internship. In this situation it was more useful for the student to work with a mentor from organisations or companies which possess more specific experience of the difficulties and opportunities that persons with disabilities face in employment.

The facilitating strategies related to the Integrative model was *academic support, advisory, guidance, coaching*. The mentor was also encouraging the student to create a contact with the public sector and to enter an agency-position relates to *casework* that may be of importance in relation to the student's requirement for receiving technical, human or financial arrangements and supports. We had seven Academic mentors associated with the project.

Mentoring 2: The more imminent transition from education to work. In this context we were focusing on CV elaboration and job applications, enhancement of relevant competences, encouragement to use current services from public job centres and career guidance centres at the university. The facilitating strategy, which was related to the Integrative model, was *career coaching* and *guidance*. The total number of meetings between mentor and student was two to four, depending on the needs of the students. There have been nine Company-mentors involved in the project. Two mentors were associated with the career service at the university, and the seven others came from companies. All mentors have work experience that could benefit the student, as well as relevant life experience with coping with disability in the labour market.

After the first meeting between the mentor and the student, we conducted a midterm feedback. The purpose was to assess whether the student felt comfortable with the mentor, and whether the mentor felt that she possessed the right knowledge and skills to facilitate the necessary learning that was essential for the student's employability

## Modelisation of the innovative strategy in France

In France, in June 2011, a one-day working group has been devoted to the work on the adaptation of the Aarhus tools. This meeting has gathered together the INSHEA researchers, the University Counsellors and the Disability referent of the three participating Universities (Paris Ouest Nanterre La Défense, Strasbourg et Montpellier 1) as well as the external support structure Tremplin.

Consultations with the French Universities involved in the experimentation allowed the emergence of three main issues.

The first issue was about the absence of common tools; each University had developed their ones.

The second point refers to the absence of tools taking into account all the dimensions of the student's life. Indeed, if in reality, guidance done by the University Counsellors take into



account several aspects of the student's life, the tools elaborated by the disability services don't have concretely formalised this complex approach, and these tools were designed in part to "contract" applications and development proposals for studies and examinations. The eight Danish tools have been analysed taking into account the national context. For instance, University Counsellors are not allowed in France to ask for medical information from students with disabilities on a questionnaire, which in contrary, is possible in Denmark. Some modifications and adjustments have been made. According to the agreement made between partners and in order to be realistic with the time constraints of the study, priority has been to work on the main and determinant tool, the one on which guidance is based the Assessment guide (tool 3).

#### *UE Tools transferred in the French context:*

- The Assessment guide (tool 3)
- Registration form – tool 1
- Record – tool 7
- Semester report – tool 8.
- Initiation of special educational support - tool 4

#### *Aarhus/UE Tools not transferred:*

- First interview form (tool 2): this form mainly used for the recording of students' administrative data has appeared to be repetitive in comparison with section 1, 2 and 3 of the Assessment guide.
- Handbook – tool 5 is more an informative leaflet presenting the different types of disabilities. This type of document already exists in the French context.
- Interview guide (to recruit counsellors) – tool 6 has not appeared to be relevant in the French context.

The third point concerns the lack of tools that would integrate the professional dimension of job transition and it just so happen that there is a new obligation in the French context since the "charta universities-disabilities" put in place in 2007 and reaffirmed in 2012, to guide the students with disabilities all through the University course but also towards the professional insertion.

The Univers' Emploi project, in this context, concretely and practically allowed to test five tools that were enriched along the experimentation, thanks to the three working groups of one day each organised three times in each participating University. These working groups were organised from February to June 2012 and they mainly focused on the assessment guide, the initiation of special educational support, the roadmap, the critical feedback and the Charta.

The tools have also been adjusted thanks to their use in the field of services in charge of life at home or in intermediate structure.

Some tools could not be used because of the temporality of the project, as they had to be used after the last University Study Semester (*Semester report – tool 8*), as well as liaison tools with other Universities or mentors

The Registration form – tool 1 has appeared as a necessary tool but too similar with the tools already used by the University Counsellors in France as well as by other professionals within the University.

The Record – tool 7, synthesis of the assessment guide was considered as an interesting tool by the University Counsellors but only if integrated in a long-term approach (several semesters or years). Here again, the temporality of the experimentation, and the reduced number of students concerned didn't really allow to do a synthesis of guidance other than what could already be done via the assessment guide.

## Modelisation of the Innovative Strategy in Ireland

Various discussions were held to identify the common elements that could be adapted from the Aarhus Model in Ireland.

- *Ireland Working Group Meetings:*

The assessment and planning process as well as the use of tools were explored. Student participation was identified and research was conducted into the area of employability for students with disabilities.

- *Transnational Meetings:*

TCD and UCC participated in transnational meetings by presenting on the elements of the Aarhus Model that could be adapted to the Irish context. The aim of this participation was to build upon a common methodology that could be used at an international level. Ireland, in particular, participated in transnational meetings through the provision of first hand student experience that succeeded in enriching the Aarhus Model.

- *Benefits of Discussions and Implementation of Aarhus Model:*

TCD and UCC became involved in the Univers' Emploi project in 2010. TCD and UCC consider the inclusion of employability to the Needs Assessment of students with disabilities to be a most beneficial aspect of participation in the Univers' Emploi project. TCD and UCC maintain that the concept of employability should now be incorporated into the student's learning process once they begin their career in higher education. This concept was previously not included in the Needs Assessment process for students with disabilities in Ireland.

- *Adaptation of the Common Model to the Irish and University Context:*

TCD and UCC consider the inclusion of employability to the Needs Assessment of students with disabilities to be a most beneficial aspect of participation in the Univers' Emploi project. As a result of participation in the Univers' Emploi project, the Common Model was adapted to the Irish context in the following ways:

- *Training:*

The training that was provided in Strasbourg in respect of the Aarhus Model was replicated in the Irish context so that all University Counsellors in TCD and UCC received full training in the Model and the use of provided tools. The Disability Support Officer in TCD and UCC provided training to employment mentors so that they were fully aware of all concepts involved in the use of the Aarhus Model. In the TCD context this was conducted with the assistance of Unilink and in UCC with the assistance of Employability Cork.

- *Meeting with Student Participants:*

Staff of the Disability Support Service in TCD and UCC met with students participating in the project regularly to monitor the Transition Plan. Group and Individual focus group meetings were held regularly between student and University Counsellors and also with employment mentors so that all challenges and difficulties were resolved in monitoring process. Students were encouraged to become fully involved in the project at all times.

## Modelisation of the Innovative Strategy in Italy

In Italy, there are several initiatives on academic and professional guidance of tertiary students with disabilities. However, the Italian workgroup belief, as supported by Hegarty & Alur (2002)<sup>7</sup>, is that a way to progress is to look at other countries, observe different cultures and organisational structures and come back to the own situation with new eyes.

Motivated by this perspective, the Italian workgroup has recommended the Aarhus University's model as a good practice to be put in for discussion. However, to transfer that model to a different context and system, which have a long history of practices in this field, was a very significant action and it should be done carefully, with reasonable flexibility, in order to respect each organisation, structure and person involved in the "Univers'Emploi" project.

It is not simple to transfer a model, whatever one, especially on academic and professional guidance of people with disabilities in which we treat directly with their life projects and several other aspects such as barriers, families' expectations, economical and social fields. Having this in mind, the effort was to respect the aims of the project as well as the aspects of the Italian context in order to build up the common methodology within the project. In this direction, some initiatives were done:

*Italian working group's meetings:*

*Debates:* Discussion on Aarhus University's model in order to identify common and different elements and respect the Italian context, approach and tools;

*Involvement of Tertiary Students with disabilities:* in each meeting, ACEMIS' members with disabilities were involved in order to enhance the discussions on Aarhus University's model and on how to meet their needs;

*Research throughout Italy:* considering the importance of the project and the possibility to adopt the common methodology in Italy, a deep exploration on the whole territory, through conferences, interviews, meetings, visitations, websites, was done in order to know in a national vision, about how the Italian universities are working on academic and professional guidance of tertiary students with disabilities and how the enterprises are organised to receive them;

*Study:* Inclusion at university and workplace (exploration based on policy and literature).

<sup>7</sup> Hegarty, Seamus; Alur, Mithu. Education and children with special needs: from segregation to inclusion. New Delhi: Sage Publications India, 2002. 220p.

## Transnational meetings

On the basis of these debates, research and studies, it was possible to present, in each transnational meeting, different and common elements concerning the Aarhus University's model in order to contribute to the discussions which aimed to build a common methodology of academic and professional guidance. Italy has actively contributed to these discussions, especially regarding on how to attend to each context and about the importance of flexibility concerning the assessment tools and respecting the existing practices of the counsellors. In addition, it is important to highlight the fact tertiary students with disabilities have participated in the Transnational Meetings (Aarhus and Dublin) in order to enrich the reflections based on their daily experience and expectations.

### *Transferring Aarhus University's model to Italian context*

According to decisions taken on occasion of transnational meetings and videoconferences, the common model was transferred to the Italian context, respecting especially the following aspects:

*Training of Counsellors:* initially, each country should promote a kind of counsellors' training sessions based on Training Session in Strasbourg. However, as in Italy most of them have more than ten years on academic and professional guidance at least, one of the counsellors involved in the project was present at the Training Session in Strasbourg, under the supervision of the coordinator of the project in Italy, in order to get all information and discuss with the other Italian counsellors about how to transfer the model, especially about how to apply the students' assessment tools. These activities were actually "Study and Updating sessions".

*Individual meeting with tertiary students with disabilities:* Even if the time of the experimentation was too short, we have organised these meetings according to the availability of the students, respecting their individualities, time, distance, etc. These aspects were taken into account because, actually, it is their real daily life and we believe that a validated experimentation should be done respecting this factor.

*Involvement of the Career Centre:* Aarhus University's model shows the importance of several figures such as counsellor, advisor, etc, but it doesn't define a specific structure at university level that could develop the professional guidance, moreover the Disability Support Centre. However, as we believe that the Inclusion perspective should to be present in the whole university context, one of the most important initiatives was to involve the Career Centre within the universities in the professional guidance of tertiary students with disabilities. Then, the professional of these structures, could help the students about how to identify a workplace, which corresponds to their expectations and level. In this process, several meetings were necessary to have further information about the student and these situations were important to reinforce the relation between Career Centre and Disability Support Centre.

*Collaboration between University and an External Agency:* Collaborating with the Disability Support Centre, the Career Centre and the Association ACEMIS has had a fundamental role in the professional guidance of the tertiary students with disabilities.

Specifically, ACEMIS has promoted:

*Meetings on how to write a Curriculum Vitae and Cover letter, sessions about how to present it to a firm;*

*The Transnational Conference of Rome: “La promozione dell’Inserimento Lavorativo degli studenti Universitari con disabilità in Italia, Danimarca, Francia e Irlanda”. This conference was organised, among other aims, to put together most of enterprises, university’s counsellors and students involved in the project in Italy as a “feedback and upload session” for all.*

*Intermediation between university and enterprise to present the aims of the project and to achieve concrete agreements;*

*Support mentors who wanted to know more about the project, their role, the students, etc.*

*Support students to build a professional plan with direct participation of the mentor.*

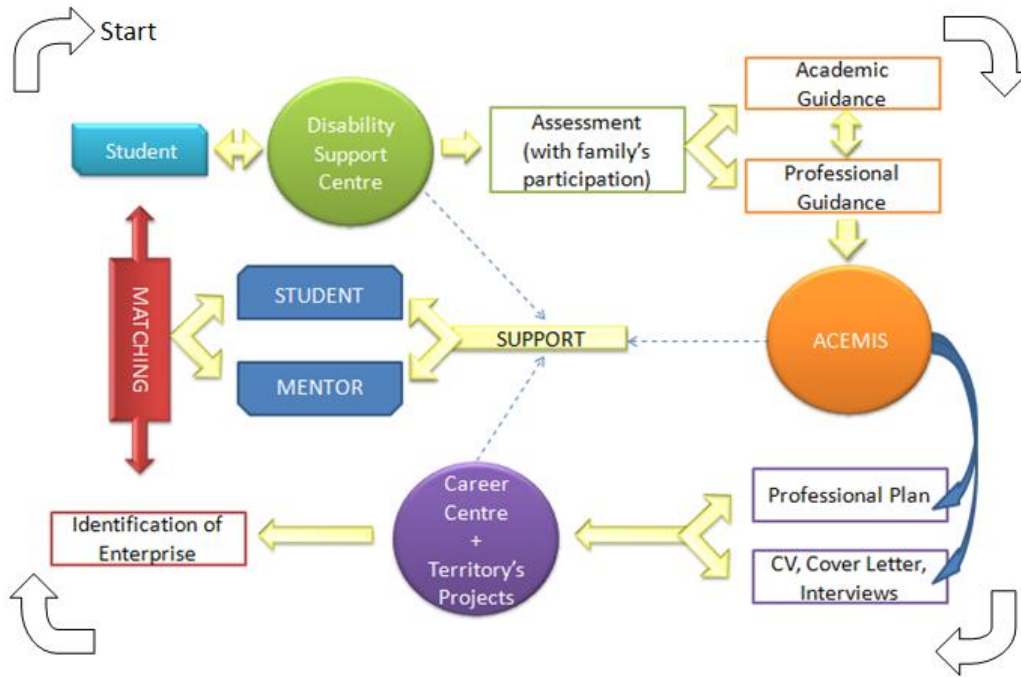
*Collaboration with Projects within the territory* : our universities have been involved in political events, which allow us to build a direct contact with several projects of the territory. As a result, the project MATCH promoted by Province of Rome has shared with us their internal main list of 3.500 firms, which respect the legal obligatory quote for the employment of persons with disabilities.

The experimentation of the project in Italy was a very important opportunity to improve and reinforce practices, tools and collaboration between the services of the university and also between these services and the territorial authorities. As Figure A shows, transferring of the Aarhus University’s model to the Italian context was a complex process, which allows expanding the network in the long-term in order to promote the academic and career guidance of tertiary students with disabilities.

When students look for support at the Disability Support Centre, they will be assessed by the counsellor, usually also with their family’s participation. Information from this assessment will be the basis of the academic and professional guidance. Particularly in Professional Guidance, the Association ACEMIS will support the student in making his/her professional plan and on how to present it to the employer, with the collaboration of the Career Centre of the University, which will identify, along with the student, the workplace that responds to the student’s interests and profile. Once this is identified, the members ACEMIS, Disability Support Centre and/or Career Centre could give further support within the matching process between the student and the mentor.



**Figure 1. : The Italian model**



## Chapter II: Research Methodology

In order to proceed to the internal evaluation of the experimentation stage, the research part of the Univers' Emploi project has been organised on a common ground by all four participating countries (consortium). They collectively developed:

- Research indicators
- Data collection methods and tools
- Data analysis guidelines

This chapter allows presenting in more details the common research methodology.

### 1. Presentation of the research indicators

The methodology for developing the transition to employment of students with disabilities is based upon the philosophical approach of the University of Aarhus in Denmark, which specifies that it is essential for the student to be pro-active in the transition to employment. The indicators below are organised around four dimensions:

- Commitment: this implies that all stakeholders (students, staff of the disability unit, tutors in enterprises, support service) commit themselves to participate in the project.
- The guidance methodology (the steps in transition towards employment – what are the competencies, abilities and skills at stake? It is all about giving sense to the follow up undertaken, with three main points: needs assessment, definition of the professional project and creating a link between the academic and the professional dimensions. Needs assessment is based on nine criteria in the methodology of Aarhus (see: study related difficulties).
- The process or way of cooperating is defined according to two axes: the first is «setting the scene » or the organisation of stakeholders, or how are they aligning themselves with each other; the second is about the way in which they are cooperating.
- The effects of the Univers' Emploi project refers to making the stakeholders competent, or the capacity building effect of the project, in other words, acquiring a link to the future that allows for feeling confident.

#### 1.1 The dimension of commitment

A first group of indicators relates quality to each stakeholder's expectations:

- Expectations as to participation in the project and reasons for participating
- Expectations as to employment
- Expectations of the different stakeholders (according to the specific dimensions of support)

A second group of indicators relates quality to the work that is achieved for facilitating each stakeholder's commitment:

- Conditions to be fulfilled for their commitment
- Actions undertaken for creating and maintaining motivation and commitment to the project
- Conditions that are fulfilled allowing for each stakeholder to respect his/her commitments especially as to his/her availability and involvement at each step.

## 1.2 The guidance methodology dimension

A first group of indicators relates to the quality of the assessment of academic standards (→ how far is the student?):

- The student's potential concerning academic standards:
  - o The assessment has taken into account the nine points: academic skills, cognitive skills, learning style, motivation, social relationships, language and culture, life strategies, self-esteem, relation to one's body.
  - o Definition of the aims related to the university programme
- The student's potential development as to professional standards:
  - o The assessment has taken the professional standards into account.

A second group of indicators relates quality to the project of follow up towards the student's employment:

- Definition of a project of support organised around a transition plan.
  - o Definition of specific aims related to the professional purpose
  - o Organisation of the project of follow up on the basis of the professional project
  - o Using internships, extra-professional experiences...

A third group of indicators relates quality to linking academic standards and professional standards (→ what should be activated for achieving success?):

- Identification of the form and means of the follow up (support and arrangements)
- Technical, human and pedagogical means used for helping the student to be competent.

## 1.3 The dimension of cooperation (synergy)

The first group of indicators relates quality to "setting the scene" or organising the follow up:

- Distribution of roles and division of tasks among the stakeholders.



The second type of indicators relates quality to the standard of the links and modes of cooperation between stakeholders:

- The cooperation system between stakeholders
- Conditions for being able to participate in the different scheduled meetings.
- Conditions for being able to participate in the feedback of the experience.
- Each stakeholder's place (has he/she been put in a position to be pro-active in the exchanges and in the definition of commitments)

## 1.4 The effects of the Univers' Emploi project

The first group of indicators relates quality to an individual dimension, that of having the feeling to be able:

- Better self-esteem
- Awareness of one's own resources
- Development of independence (being pro-active)
- Development of the capacity to think about the impact of impairment.

The second group of indicators relates quality to the social dimension, to the relationship with others:

- Feeling of belonging to a group
- Emergence of competences in social relationships
- Development of the capacity to speak about the compensation of impairment.

The third group of indicators relates quality to improvements in the way to look into the student's future:

- By which means does the project build up a vision of the future?
- How does the project allow for development and changes (in the way of considering work, in the professional project, in the relationship to oneself, to one's body, to others, in taking responsibilities)?

These indicators elaborated and validated by the European partners have been the basis for the elaboration of the information collection and analysis tools (see below).

## 2. Data collection

### 2.1 Type of data

The data collected during the research part is mostly qualitative, completed according to the countries by quantitative data.

The qualitative data has been collected through semi-structured interviews carried out with each stakeholder of the project. The interviewees were first asked questions about how they were brought in to the project and what were their expectations concerning their participation to the project. Then they were asked about their

knowledge of the other stakeholders in the project and to what extent they knew them and interact with them. They were also asked about the way guidance has developed, the content of the meetings they had, the type of interaction/relation during guidance. Finally, they were questioned about their perceptions, expectation, at personal but also professional level and to what extent they felt their competence has been enhanced by their participation to Univers Emploi.

The semi-structured interviews occurred once the guidance has started, usually after the first guidance interview. Interviews were carried out by project researchers within the context and objective of the research.

The duration of the interviews was generally around two hours. It was then summarized in some analysis grids elaborated by the research team for further analysis.

The quantitative data, not statistically significant, was collected through a questionnaire at the final stage of the research. Two different questionnaires were used: one for the students, one for the professionals. Most of the questionnaires were administrated on table at the beginning or at the end of the last collective interview organised with mentors and with students and for University Counsellors or their representatives (except in one University). When the students or mentors couldn't attend the meeting, the questionnaire was sent to them by email and then returned to the research team once completed. Some students did answer the questionnaire by phone, which was then organised by the research team.

## 2.2 Source of information

### For students

All students participating in the experimentation were interviewed and had to answer a questionnaire.

In France, 20 students were interviewed (semi-structured interviews). Only 15 answered the questionnaire, the reason being that when it was administrated they were unavailable (summer job, internship, convalescence, holidays).

In Italy, initially 44 students were contacted and a first interview was done. 27 agreed to participate in the project. Most of those who didn't agree stated that they have no time due to exams or didn't have interest in professional guidance at that time. Then, when the needs assessment started, 9 students left. In agreement with University of Messina, 7 students agreed to initially participate and 2 students from that University agreed to participate in the project, So 20 students in total were available.

In Ireland TCD interviewed fourteen students out of the fifteen (one withdrew) that initially agreed to participate in the project. All fourteen students responded to the questionnaire.

UCC interviewed eight students out of the eleven that initially agreed to participate in the project. All eight students responded comprehensively to the questionnaire and gave many personal quotations outlining their experience. Three students withdrew from the project in UCC due to deterioration in health and disability

In Denmark, 19 students were interviewed regularly throughout the process (semi-structured group or individual interview). By virtue of dropout through the project, there were only 12 students who were interviewed in the final stages.

### For University Counsellors

All university counsellors were interviewed. In France, the three University Counsellors were mainly interviewed at the end of the experimentation.

In Italy: 4 Counsellors (2 at University of Rome “Foro Italico”, 1 from University of Roma Tre and 1 from University of Messina)

In Ireland, TCD and UCC interviewed two University Counsellors in each Higher Education Institute.

In Denmark, the three University Counsellors were interviewed at the end of the experimentation (semi-structured individual interview).

### For mentors

For the research element, the mentors were also interviewed. Mentors were the stakeholders who implemented concretely the guidance methodology through their interaction with students.

In France they were all interviewed except one. They also answered the final questionnaire either directly before the collective interview or by email. Almost all of them answered (19/20).

In Italy they were all interviewed initially. The final questionnaire was answered directly by 16 mentors and 4 mentors had answered the questions by mail.

In Ireland: TCD interviewed the four mentors that worked with students participating in the Univers’ Emploi project. UCC interviewed all eight mentors working with students participating in the project there.

In Denmark both Company-mentors and Academics were interviewed (semi-structured interviews).

### Other Documentations

Some other sources of information have also been used for this research. As explained above, some data collected along the experimentation process were used (road map, critical feed backs, transition & learning reports).

In France, the research team was provided with 18 road maps (1 to 4 roadmaps per mentors) by the operational structure. The information of these roadmaps could then be compiled and analyzed.

In Italy each meeting between student and the mentor was described and archived in order to build an individual portfolio and to know about the progress within the company/ association/ school/ institution. Mainly, these documents show the plan of activities to be developed and how it was done.

In Ireland: the mentor drew up In TCD and UCC transition plans with input from the student after each meeting. These reports summarized the main points raised at the

meeting, and set out an action plan of tasks to be completed before the next meeting. These documents/road maps were analyzed to evaluate progress in each instance.

In Denmark an analysis of the 'Templates for recording process' (record), Roadmaps and Mentor-reports were used.

Some collective data collected during the working groups were used. The objective of the working groups was to share and give feedbacks on several aspects of the experimentation and these shared opportunities were very interesting with concrete discussions on the process. Also, In France, the minutes of the six Working groups and three collective interviews were summarized in our analysis grid for further analysis.

In Italy, two collective meetings (one of those was the Transnational Conference of Rome) were organized, in order to have a common space for discussions on academic and professional guidance by the participants of the project (counsellors, mentors and students).

In Ireland: In TCD and UCC, working group meetings were held regularly between the students and University professionals and also with the mentors to track and discuss the outcomes of the project. This feedback was analyzed as part of the project evaluation.

In Denmark the group interview process used was deemed very useful for the generation of relevant knowledge for the analysis of significant themes.

**Figure 2 : Summary presentation of the source of the research data used in France, Italy, Ireland and Denmark**

	FRANCE	ITALY	IRELAND	DENMARK
Semi-structured interviews students	<b>20</b>	<b>20</b>	<b>22</b>	<b>19</b>
Semi-structured interviews UC	<b>3</b>	<b>4</b>	<b>4</b>	<b>3</b>
Semi-structured interviews mentors	<b>19</b>	<b>20</b>	<b>12</b>	<b>14</b>
Final interviews or survey (students)	<b>15</b>	<b>20</b>	<b>22</b>	<b>12</b>
Final interviews or survey (UC)	–	<b>4</b>	<b>4</b>	–
Final interviews or survey (mentors)	<b>20</b>	<b>20</b>	<b>12</b>	–
Roadmaps	<b>49 (18 pairs)</b>	<b>40 (20 pairs)</b>	<b>48</b>	<b>16:roadmaps 14:record 16:Mentor-report</b>
WG and collective interviews	<b>9</b>	<b>2</b>	<b>4</b>	<b>1</b>

### 2.3 Tools elaborated for data collection

#### *The elaboration of two semi-structured interview guidelines*

Two semi-structured interview guidelines were developed by the research team in order to carry out the interviews with the students, as well as with the professionals (mentors and university counsellors). The semi-structured interview guidelines were structured according to the main dimensions interesting the project and after a quick introduction to remind the context and purpose of the interview, the four dimensions described earlier (commitment, cooperation, guidance and effects of the experimentation) were investigated. The following items were investigated:

- The reason for participation in the project and expectations.
- Information received about the project and the role of the relevant stakeholders in the project.
- The content of the assessment carried out and the extent to which the nine dimensions of assessment from the Aarhus Model have been taken into account.
- The transition plan and information provided about work and employment as well as ethics and cultures found in work environments. The reasonable accommodations and supports put in place.
- The perception of support received during experimentation.

- The involvement in the project.
- The disability disclosure issues in the Transition to employment project.
- The effects of the project.

The aim of these semi-structured interviews were to collect information on the perceptions of the students and professionals about the reason of their participation in the project, the co-operation between stakeholders, guidance and finally the effects of the Univers' Emloi project on students and mentors.

### *The elaboration of two final survey questionnaires (Students, Mentors)*

In some countries, a final survey was organized at the end of the project on the basis of two questionnaires that were specifically elaborated (see annexes): one for students, the other for mentors.

The aim of the final survey was to investigate the opinion of the stakeholders about their participation to Univers' Emloi and to collect information on the effects they could identify.

The questionnaire for students was divided into three parts:

- The students background;
- The students participation to the project (pre-existence of a professional project, satisfaction about mentoring interviews, quality of relationship with mentor, type of recommendations and advice, obstacles and facilitators regarding the mentoring process);
- The effects of the project (knowledge and competencies related to the professional world and job hunt including self presentation during job interviews, precision of the professional project, disability disclosure...).

The questionnaire was administrated at the end or beginning of the last collective interview with students, and in some cases with some representatives of the Disability Support Service or University. The students who were not present, completed the questionnaire by phone or received it by email and returned it completed to the research department.

The questionnaire for mentors was divided into four parts:

- The mentors characteristics;
- The mentors participation to the project (information received before starting the mentoring process, the use of the mentors guidelines and tools, facilitators and obstacles to the mentoring process);
- The guidance process (description and perception of the face to face interviews with students, the mentoring style, the feeling of competence for guidance...);
- The effects of the project (on the mentors, the companies, the students, the Universities...).

The questionnaire was administrated at the end and at the beginning of the last professional working group attended by mentors. The mentors who were not present received the questionnaire by email and returned it completed shortly after to the research department.



## 3. Data Analysis

### 3.1 The elaboration of two analysis guidelines (students and professionals)

The data collected through the interviews were all reported in analysis guidelines, which were elaborated by the research team. One guideline was elaborated for each type of stakeholder, one for students and one for professionals (see annexes). Once all the data had been reported in these guidelines, a theme analysis was conducted. This horizontal analysis objective was to put into light for each dimension the process of the experimentation implementation and the way it was perceived by the stakeholders, as well as to what extent the project Univers' Emploi did contribute to the quality of the student's guidance.

### 3.2 Themes analysis

Once the analysis guidelines were completed, a transversal analysis on the four main dimensions was processed (commitment, cooperation, guidance methodology, effects of the project), by type of respondents. Each participating country presented their research results in a national report (see annexes).

### 3.3 The final cross-national analysis

On the basis of the national reports, the cross-national analysis allowed a synthesis on:

- The assessment needs (description and rational explaining the assessment needs taken into account during the experimentation) (see chapter II);
- The analysis on how the guidance methodology enhances the transition to work? (see chapter III);
- The analysis of the project synergy (see chapter IV).

## Chapter III: Students' Needs Assessment

The Univers' Emploi project introduced a new students' needs assessment guide in

order to contribute to a more holistic approach with students with disabilities and to enhance the focus on employment issues in the needs assessment process. Based on the Aarhus model, this tool initially represented a beneficial approach to consider students' needs and address issues with the student that were not always addressed formally before.

One of the objectives of the research was to consider the analysis of the way this innovative tool was implemented during the pilot project, by highlighting the implementation strategies taken by University Counsellors. The research also considered the extent to which the tool proposed by the project allowed the University Counsellors to focus on the transition to employment issues during the needs assessment step. By describing strategies to illustrate the way the need assessment tool was implemented, the objective was to highlight the diversity of practice in relation with the University context and its existing constraints or forces (existing institutionalised assessment tool, existing cultural practices with disability disclosure, understanding and legitimisation of their role and practices for University Counsellors).

Results have shown that three different approaches could be distinguished to describe the way the tool was implemented by stakeholders: the "personalisation" strategy, the "adoption" strategy and the "reflective" strategy, illustrating three ways more or less formal the University Counsellors take to introduce this innovative tool in their current practice. These different strategies, to be fully understood, have to be considered according to the existing practices and the representations stakeholders have of their own practice together. These representations are very important to understand the stakeholders' perception of the Univers' Emploi tool as a way to legitimate their strategies. Finally, the level of involvement of the University Counsellor in the experimentation system seems also to be a possible determinant of his/her level of appropriation of the tool.

## 1. The Univers' Emploi Needs Assessment Guide

The assessment guide is a tool divided in nine parts that aims at investigating the needs of the student in the best possible holistic way. This tool has been transferred to all Disability Support Services in charge of the initial needs assessment of the students with disabilities.

### **BOX 1. The content of the Univers' Emploi Students' Needs Assessment Guide**

1. Presentation of counsellor
2. The student's personal information
3. Clinical information
  - *Diagnosis*
  - *Medical history / anamnesis*
  - *Treatment*
4. Study related difficulties
  - *Academic*
  - *Cognitive*
  - *Working process*
  - *Motivation and energy*

- *Social relations*
- *Language and culture*
- *Self relation*
- *Life strategies*
- *Body and physical relations*
- 5. Life situation and resources
  - *Social circumstances*
  - *Financial circumstances*
  - *Psychological and existential circumstances*
  - *Learning and study competencies*
  - *Other kinds of support and relevant collaborators*
- 6. Educational counselling and support
  - *Special educational support*
  - *Other types of intervention*
  - *Susceptibility to support and motivation*
  - *Other educational considerations*
- 7. Employment related situation and resources
- 8. Transition to employment - counselling and support
- 9. Administrative procedures
  - *Briefing on administrative procedures*
  - *Briefing about confidentiality*
  - *Documentation*

Prior to the implementation of the Unvers' Emploi, Universities Disability Support Services were used to have their own tools, more or less formal. These tools, sometimes very complete, were however seen as being potentially enhanced by the Unvers' Emploi Students' needs evaluation guidelines adapted from the Aarhus University by all Unvers' Emploi Partners.

### **BOX 2**

#### ***A focus on pre-existing tools used in a Disability Support Service before the implementation of Unvers' Emploi experimentation.***

*Prior to the implementation of Unvers' Emploi project, there was a data base which attempted to have the whole information about the student. All data are recorded and correlated with the enrolment number of the student, to enforce the privacy law. Initially, the Academic Tutor requests all documents released by the local health agency which supports the disability or special needs of the student. So, there are some fields on medical and educational aspects as: "Disability Certificate", "disability Percentage", "Medical Restrictions"; "special educational needs"; "request of services" in order to respond to the student's needs. This information is necessary in order to activate the support services (assertive technology, interpreters, peer tutoring, etc.) according to the Law and also to identify the potentialities and needs of the students. There are also other frames in which it is possible to add some data as contact information in case of some emergency (family and*

*doctors); personal contact and about the course of the student. The tools of the Career Centre, prior to the project "Univers' Emploi", take into account the competences, aims and needs of all students, not specifically just for those who have a disability, in order to match their profile with the workplace. In those situations where the students have some disability or special needs, the Career Centre works together with the Disability Support Centre in order to follow the students towards their professional experience.*

Once the Aarhus tool had been adapted and completed by all partners, an Aarhus University representative organized a two-days training session for the University Counsellors participating to the Univers' Emploi project in Strasbourg, France.

Research results have shown that this Needs Assessment Tool has allowed the University Counsellors to focus on the transition to employment strategy and on a diversity of new dimensions during the Students' Needs Assessment process. In the situation where the University Counsellors have a "personalisation" based understanding of their own professional practice, implying a very good and intimate knowledge of the students' needs and aims, the tool proposed by Univers' Emploi was seen as an opportunity to answer in time student's needs.

In the situation where University Counsellors have a more formal understanding of their practice, the tool proposed by the Univers' Emploi project was the opportunity to introduce the employment element into their existing assessment tool. Beyond the employment focus, results have also shown a diversity of logic (strategies) in the way the University Counsellors appropriated of the Univers' Emploi tool. The most important appropriation level is demonstrated in the adoption strategy, where stakeholders formally adopted a part of the Univers' Emploi tool. A second strategy shows a more informal way of integrating some parts of the Univers' Emploi tool into a kind of reflective approach (logic) of the University Counsellors practices. Finally, a third strategy remains "personally" based, avoiding the use of any formal tool such as the Univers' Emploi one.

## 2. The Univers' Emploi Students' Needs Evaluation Tool Appropriation Strategies in Disability Support Services

The needs assessment tool developed by Univers' Emploi was proposed in each participating country. The results showed that the University Counsellors diverged in the way they utilised the Univers' Emploi Needs Evaluation Model proposed by Aarhus University. The "adoption" and the "reflective" models are two strategies showing a positive posture towards the needs assessment tool which allowed stakeholders in these approaches to consider in a global and holistic way the students' needs assessment. Another strategy, the "personalisation" strategy reflects a more distant approach of the Univers' Emploi tool. This strategy seems to be dependent of several factors: the perception the University Counsellors have of their own practice and therefore the pre-existing practice appear to be key factors to understand the different University Counsellors strategies. This understanding of their practice is then conditioning the perception of the legitimacy of the Univers' Emploi tool. The level of involvement of the University Counsellors in the Univers' Emploi project has also to be considered.

## 2.1 The “personalisation” strategy

The “personalisation” strategy is characterized by the fact that in this approach, the understanding of the practice is based on care and personalisation (as opposite to industrialised approach of coaching). This understanding is a legitimating of their very persona, long-term and trust based relationship with the student that cannot be fitted in a ready to use tool. By qualifying the tool as a “ready-to-use” tool, they reinforce the philosophical difference between their caring practice based on their feeling and intuition and what they perceive as an industrial way to carry out the students’ assessment. The Univers’ Emploi tool is then relegated to a possible guideline to be kept in mind, mainly useful for beginners, not for professionals with experience as are those defending this approach.

In this approach, the stakeholders perceive their current practice is still the most adapted and valid means to perform the students’ needs assessment.

Therefore, the concrete use of the Univers’ Emploi tool is quite limited, not to say non-existent. Stakeholders then prefer to stick with their own way of doing things, which is perceived as being of comparable efficiency with what is proposed by the Univers’ Emploi project. They underscore that their practice already includes some of the principles dictated by the Univers’ Emploi tool, meaning by this that they don’t perceive it as a big innovation or a contribution. However they acknowledged that the tool is probably useful to remind some topics to be addressed and as such can be kept as a kind of guideline:

*"There was some practice that I was using already but, it (the Univers’ Emploi tool) remains a guideline. I do not think that the booklet itself was too long, I don't remember how many pages there was, I think it was around twenty ( ... ). The interest is that in the booklet... it is for better use... as a guideline, to be in contact and exchange views on, finally, on what is put into the guide in question. Very informative. "* (A University Counsellor).

In this approach, the tool can also be considered useful for University Counsellors without professional experience:

*"I conduct interviews following my feeling. The Assessment guide is a good basis of work for one who does not have much experience. But, as far as I am concerned, I have a degree in Educational Science and a lot of psychology and I have worked almost 10 years in the Orientation Service of the University"* (A University Counsellor).

**Box 3: the story of a University Counsellor on the national differences explaining the distance with the Univers’ Emploi needs assessment tool**

*"I agree (with some students on the idea that the questions are sometimes too private), for*



*example, on all the questions about their disability... the Danish model implied that the students let us know everything concerning their disability from the start. But in practice, when I am supporting a student, I don't know anything about his/her pathology throughout the year. (...) In practice, the students often end up confiding to us and sometimes the pathologies may be visible (reduced mobility, blindness)... (Some students hide)... some pathologies are invisible... we don't always know and we feel sometimes helpless. We just don't know how to help them, we don't know what their difficulties are. It is a big (contextual) difference which is important. Our posture (in our country) is different. And there is not only one view on disability; we don't only consider disability through incapacity. What is going to interest us is not what the student cannot do, but what he/she can do. It is very embarrassing to ask students about their pathology, trying to detect the signals, to do cross-checking... so we eventually know by deduction what arrangements will be necessary for the students. In Denmark, for them it is normal, they have transparency, they assume in the meantime the role played by the doctor and they do not have the same medical secret than in our country, they play the role of guidance counsellor as well as disability referents who provide the follow-up... (In Denmark it is an eclectic role,) here it is each according to their competences... During the presentation seminar of the Univers' Emploi project, we already put forward this problematic and explained it was impossible for us to distribute a document to students where direct questions about their disability were asked".*

### **Manageability difficulties of the Univers' Emploi tool**

In this approach, the Univers' Emploi tool is not always perceived as being well adapted to the students' issues and the diversity of issues and challenges the students are facing. This manageability difficulty contributes to legitimately reduce the use of the tool. The reason is that the Univers' Emploi tool has, by some of its questions, proved to be too intrusive. One of the University Counsellors explained the impossibility to ask some of the questions contained in the Univers' Emploi Students' Needs Assessment Guide particularly because these questions are considered to be too intimate (for example, concerning the student's sexual orientation...). He also explained that the Assessment guide's vocabulary seemed to him too theoretical and complicated.

In this approach, the focus on the difficulty of implementation is then a way to justify the prevalence of the current practice perceived as being more flexible and adaptable to the students with disability situation. This hypothesis seems to be important to consider because there has never been an obligation to implement the tool as a whole in the context of this project. As we will see further, other approaches are characterized by a selection of some parts on some questions of the Univers' Emploi tool.

### **The trusting and caring relationship between University Counsellors and students**

Students involved in this project were also confirming that the intimate, informal and long term relationship between them and their University Counsellors allows the most efficient and adapted assessment of their needs. In this scenario, students perceive a true availability of the University Counsellor who generally handles all aspects of their disability support and sometimes employment issues; the University Counsellor is often considered as a brotherly (and not hierarchical or official) figure, the one who helps and listens to students. In this trusting relationship, students are open to the University Counsellor asking all questions they want as long as it allows a better understanding of the student's situation.



*“If I was in the situation where I don’t really know (name of the University Counsellor) and if he asked me if I had brothers and sisters and how many –which are intrusive questions - I would be surprised. But, I know him quite well, if he asks me this question, it means that knowing my family situation can be important for him even if at first glance, there is no link between family, friends and study or job. But I’m wrong because in fact, there is one in terms of incentive». (A student).*

Students have been invited to read the assessment guide and some of them were surprised by its content. They thought the written form enhanced the non-adapted aspect of the Univers’ Emploi assessment guide and as explained above, in the content of the dialogue with their University Counsellors, the questions sounded acceptable:

*“I did not remember that the questions were so intrusive...He (the University Counsellor) discussed with me about studies and job but I did not remember if he asked me about my private life, but what is amazing is to read this kind of question, but in fact, in the discussion it’s OK”. (A student)*

### **The feeling and care based approach**

Beyond some aspects of the content, the hesitancy to use this tool lays maybe even more in the fact that it proposes a formal way of doing the assessment which is not compatible with a personalisation-based philosophy of intervention. This goes against their philosophy of intervention, as if using the same tool for all students would considerably reduce the capacity of the assessment step to grasp all the complexity of the students’ needs.

*“When I receive a student, I don’t see him or her like a file with raw data. There is a lot unsaid, and it is not possible to ask the same questions at the same time to each student. Each student is in his proper rhythm and I have to adapt.” (A University Counsellor).*

The very special task of the University Counsellor is described as a long-term mission, and cannot in any way be industrialised or framed in the uniformity of a “universal” template:

*“It would be a mistake to give a uniform answer to everybody on one type of disability. We need to keep away from this rashness... someone who is visually-impaired does not know necessarily the Braille, we then need to listen to his/her needs, to identify what he/she wants to use, so as to act like a filter and select the possible adapted solutions.(...) (A University Counsellor).*

In this approach, avoiding using the tool with too many constraints, according to their understanding of guidance, allow the counsellor to maintain a more informal approach in the way to carry out the students’ assessment interviews. It also means that the contents of the interviews with students are based on a progressive construction of interactions allowing a better and deeper knowledge of the students’ needs. However, this caring approach is acknowledged as being a costly and time-consuming strategy.

*“The accumulation of the face to face interviews with students and their diverse issues is quite demanding, and consequently it would be important to be numerically more important in the Disability Support Service in order to be more efficient. I cannot imagine treating students like on an assembling line.” (A University Counsellor).*

### **Addressing job issues: A students orientation approach**

In this approach, the University Counsellors are very proactive to mobilize the students for the Univers’ Emploi project by targeting them according to their needs. The project is presented as an opportunity that allows them to address job issues by matching some of the students with disability with mentors nominated for the experimentation.

Before the implementation of the Univers’ Emploi project, the University Counsellors used to provide accessible information to students. They also were in contact with the University Orientation or Career Services to support the students in their job search.

The University Counsellors took the opportunity of the Univers’ Emploi project to answer the needs of the students. This happens in the process where the University Counsellors have a very good knowledge of the students’ needs and aims and this helps them to find the best incentives for the students’ participation into the project. Moreover, as this is a trust relationship, for some students the fact that their University Counsellors advise them to participate is enough to be sure that they will benefit from this project:

*“(Name of the University Counsellors) knows us very well, if he proposes something, it is that he knows that it can bring us something.” (A student)*

This is a proactive way to address the job issues by matching the students with the opportunity of the project. There are no data showing that these University Counsellors have yet integrated in their practice some coaching on job issues for the students.

The way to address job issues is here related to a matching and orientation competence of the University Counsellors based on a very good knowledge of the students’ needs. Preparation to work transition and other professional related aspects are delegated to the professional mentor. University Counsellors highlighted the importance of the links built with the local companies and this is actually one of the positive aspect retained about the Univers’Emploi experimentation.

*“This experience has allowed us to build a concrete relationship within the territory. Even if our university has always moved in this direction, especially the Job Placement office and Support Centre currently we have an updated list of companies interested in promoting career opportunities for tertiary students with disability. This outcome shows that our university could build a real partnership with the tertiary and labour market. Absolutely, we need to maintain it.” (A University Counsellor).*

In this approach, the Univers’ Emploi project clearly helped to give more visibility to the employment issue in the students’ academic course by giving the opportunity to some students to participate in the project. By putting the job issue on the agenda, it contributed to the necessary reflection on the role and obligation of a University to enhance the bridges and create a stronger synergy between the academic and

employment world for students with disabilities. However, there is no evidence that the job issue is addressed in the students needs assessment, as in the next strategy, the adoption strategy.

## 2.2 The adoption strategy of the Students' Needs Assessment Tool

This strategy is based on the adoption of a part of the tool proposed by the Univers' Emploi project which allow to integrating, in a formal way, the job issue in the heart of the assessment of students' needs. In this approach, it is put forward that the pre-existing practice already based on a formal tool would benefit from the Univers' Emploi tool. The latter is perceived as innovative and as a way to positively complement the existing tool by including the job issue in the Students' needs assessment. Therefore a decision has been made to include it, and to adopt it. In this approach, the integration of a part of the Univers' Emploi tool implies a change of practice in order to *optimise* the efficiency of the students' needs assessment step and to help him or her to adapt at the soonest his/her academic course to his/her job project.

### ***Meaningfulness and manageability of the tool***

As stated above, the student's needs assessment practice is already formalised in an existing tool. The Univers' Emploi project then represented an opportunity to reflect about this tool and to acknowledge the fact that it could be improved, completed by some questions addressing job issues. This is based on the idea that it would be useful and more efficient, for the further integration of the students in the professional world, to be guided in their career reflection as soon as possible in their academic course. In this configuration, the Univers' Emploi Needs Assessment tools or at least a part of it was adopted in the DSS and became institutionalised in a new formal needs assessment tool.

In this category, prior to the project, the concerned Disability Support Services had an extensive Students' Needs Assessment template used to define the Educational/Personal/Social and Technological needs of students with disabilities. The context of employment within the assessment process only played a minor part, especially in terms of degree programmes that did not have a work placement component with the assessment of the Student's needs.

#### **BOX 4: Two Universities' Disability Support Services experiences**

*Two Universities consider the inclusion of the employment concept into the Needs Assessment of students with disabilities to be a most beneficial aspect of the participation in the Univers' Emploi project. This concept was previously not included in the Needs Assessment process for students with disabilities in higher level education in the country. As a result of participation in this project, a new Needs Assessment form was drafted to include the nine dimensions of assessment as indicated in the Aarhus Model. Both Universities conducted a survey of students entering their final year of study and postgraduates to determine the level of interest in participating in this pilot project.*

*Following the survey, in one University, students were invited to attend a briefing session held by the Disability Support Service, providing information relating to the Univers' Emploi project. At this briefing session, eleven students decided to participate. These students were then asked to meet the Disability Support Officer and the Careers Advisor for an assessment of needs to include aspects relating to employment. . In the other University, fifteen students responded to an invitation to attend a meeting with the Disability Service to discuss employment ambitions, concerns and transition to employment. Some students responded to emails following the survey, others joined the pilot project after having spoken to their Occupational Therapists or Disability Officers.*

In this category, prior to the project, the concerned Disability Support Services had an extensive Students' Needs Assessment template used to define the Educational/Personal/Social and Technological needs of students with disabilities. The context of employment within the assessment process only played a minor part, especially in terms of degree programmes that did not have a work placement component. With the adoption of the Student's needs assessment proposed by the Univers' Emploi project, the job transition became much more central in the University Counsellors student's assessment practice.

During experimentation, each student involved in the project was met and the assessment guide approved by the project was used to define needs in the context of Univers' Emploi.

#### **Optimisation of the choice of degree programme**

As a result of involvement in Univers' Emploi, participating students are now focused on the importance of career planning when choosing their degree programme. The context of employment is now included in the Needs Assessment process for all students irrespective of degree programme. This approach challenges the students to

focus on relevance of choosing a degree programme suited to their needs and interests.

### ***The nine dimensions of assessment***

The nine dimensions of assessment were very detailed, and the fact that students could find them repetitive and perhaps intrusive, was not only investigated during the Students' Needs Assessment Tool step, but all along the mentoring process. The position was taken that the transition to employment could not be viewed in isolation but has to be examined as one aspect of the student's life. Academic considerations, the student's health, interests, hopes for the future, fears, and social / personal life all impact on the transition and so it was aimed to reflect on this in sessions with students. Students were asked about their academic work during sessions, and were offered support when experiencing difficulties. Students were also encouraged to discuss any personal issues or concerns that may impact on their transition, and advice and support was offered. Where appropriate, students were advised of further supports within the University that would benefit them. Students reported that they felt the process was holistic, that they were listened to during the process, and that their needs were met.

*"The process had a broader focus than simply careers. I'm not sure if it was in a structured or an organic way though. From my point of view, the most important thing is that I have been listened to and taken seriously. The process has followed my needs". (A student)*

At individual meetings with the University Counsellor and Career Coach, students had an opportunity to discuss expectations, motivations and aims. In terms of skills, strategies and development, this was also discussed in detail.

The nine dimensions of assessment were explained to each student. Students found the implementation of this tool to be beneficial as it is a holistic approach to the transition process taking all aspects of the student's development into consideration. Additional supports were also put in place for students as required such as, academic support, technological support, employment skills and training and the provision of reasonable accommodations.

University Counsellors found the implementation of this tool to be invaluable as it considers all aspects of the student's development and progress within the transition to employment process.

*"As a disability Advisor, I find that the nine dimensions of assessment complement the holistic approach that is taken to service provision for students with disabilities." (A University Counsellor)*

*"We have done this based on learning approach, where it is important to take allocated learning resources and learning challenges in terms of employability, in relation to the student's specific disability, but also in relation to how the students fold themselves out, what kinds of socio-economic situation they are in (...). In this process all employability assessments categories (all aspects of the student's development) are relevant and some are more relevant than others. So it is very much about being very aware of being able to prioritise the issues that are most essential to work here-and-now". (A University Counsellor)*



For University Counsellors, the work allowed by the investigation of the nine dimensions of assessment is really a way to address students' life essential issues that need to be considered in order to go further in the transition to employment.

*"It means a lot to work that way when we get in that way all the way around the student's life, and meet her where she is. For example, I have a student who sometimes has a hard time to be with others, so it is these social skills that have been the focus where we have worked both on exposure but also on her ability to understand others' mental states (... ) and at other times, the focus is elsewhere. Simultaneously, we must ensure that all the time to focus also on academic learning, personal learning in the labour market, identity, mastery of self, family ... these elements related to each other and the counsellor prioritise which areas you choose to look at and explore, while others are less in focus. For example, we switch from counselling to coaching ... in counselling, we proceed in and facilitate her learning, where students learn to relate to their life situation in a more full of nuances and complex way, learn to look more balanced on it and learn to define their responsibility in their own life project. In Coaching: we ask 'how do you get to the next step, what are the milestones, etc.'"* (A University Counsellor)

For instance, a participant who has a physical disability and is currently very unwell was allowed to complete his work placement from home. Technological and personal supports were put in place so that this student had the materials that he required to meet his work duties from home. An allowance was allocated to cover expenses of using broadband.

Another participant began work placement in an IT company. He is a guide dog user so significant mobility training was required before the beginning of his work placement.

**BOX 5: Focus on a specific accommodation made by a Disability Support Service for an engineering student**

*"There was an engineering student involved in the pilot project who was profoundly deaf and communicated primarily through Sign Language. During the Leonardo pilot project a number of additional supports were identified and put in place for this student. Throughout his four year programme the student had worked closely with sign language Interpreters who had attended all his lectures and labs. However, the majority of companies would be unable to offer this level of support. Therefore, reliance on this support would be a problem when job hunting and so the student had to consider alternative modes of communication. The university counsellor spoke to him regarding alternative modes of communicating, and what he could do to ensure that communication would not be a problem for future employers. He was offered a number of common work-based scenarios to consider (e.g. meetings, working with a group on a project, how his future boss would communicate tasks to him). The student was directed to the services of the Assertive Technology Officer to make an appointment to discuss technological aims that could help in the work place. He was also encouraged to practice lip reading, which was a skill he had some experience in but was not confident in using it. It was agreed that he would practice this skill in mock interview situations and the university counsellors helped him arrange these interviews with the institution's Career*



*Service and at an external event 'Building the Future'. When the University Counsellors spoke to him they also learnt that he had a final year project that would involve a significant write up. Until then his assignments had been primarily practical in nature. Academic language posed a significant challenge for a student whose first language was sign language. Therefore, the university counsellor contacted his department and agreed to provide a system of support during his writing up project. This involved proof reading, and plenty of clear feedback on drafts."*

### **A systematic way of addressing the employment issue**

In this perspective, as a result of the Univers' Emploi project, the proactivity to address employment issues by the Disability Support Service (DSS) is more formal than in the first strategy. The DSS had already a formal assessment tool. By integrating job issues in their practice, University Counsellors give themselves a central role in the transition to a job and don't leave, the professional aspects only to the professional mentor. Beyond the development of the students' guidance methodology, the stakeholders also developed other tools allowing the students' employment issues to be addressed, for example, a student resource website on Transition to Employment, a student peer support LinkedIn group and a placement Booklet.

#### **Box 6: An example on how the Univers' Emploi needs an assessment guide contributing to harmonizing employment and study context**

*In two of the participating Universities, changes have been made to the needs assessment process so that students on professional courses are specifically prepared for professional work placements.*

*When new students enter these Universities now, a placement preparation meeting is organised where student and Disability Officer go through a work place needs assessment. This looks at any reasonable accommodations that the student will need on placement. Then, with the student's consents, the Disability Officer will ensure that the Placement Programme Officer is aware of these needs and can ensure they are in place on placement. The service is also compiling a placement preparation booklet. The Service has also informed all registered students that they can make an appointment at any time to discuss transition to employment preparation and work based needs with a Disability Officer.*

In this category, all students reported that they were supplied, together by Disability Support Services, Career Advisory Services and Career Coaches with sufficient information in relation to employment opportunities in their chosen field. Students indicate that prior to the provision of this information; they were unsure as to what opportunities were available or would be suited to them. Moreover, the University Counsellors were the ones who inputted into the transition plan with the selected students and worked with students to assist them achieve their goals.

For instance, in two Universities, University Counsellors met with students on a regular basis (at least three times each per year). Previous action points were discussed and new action points were agreed at each meeting. Meetings were student led. The students would state their goals and the University Counsellor would make suggestions on what actions could help to achieve these goals. Counsellors

also highlighted key skills for the transition process and discussed with students whether they needed to further develop these skills, and how to do so. Following discussion, action points were agreed and drafted. University Counsellors liaised with mentors to ensure they were aware of student needs, plans, and skills to develop. University Counsellors also participated in weekly meetings with Career coaches on progress with students

In another context, the content of student assessment was described as consisting in one or more clarifying conversations and aims to convert the learning differences into more identifiable study related, career related and learning problems:

*"I've made employability assessment, and have used the scheme that would guide me in this process (...). I have learned a lot from reading it, and have it in mind as I speak with the students. It helps me to discuss many dimensions of the students' lives, and the students are able to articulate many stories that reflect their competencies (...), but it is difficult when working with students with disabilities as they face very complex problems. It can take a long for me to create an overview of how things work in their lives, particularly when we are trying to find their resources, because some of them find it very difficult to put words on their strengths and values and require a very detailed study of their past life experiences".*

*For example, I have a student who has spent many years at the university and began to be afraid to come out at work, as this is a completely new and alien world for him with another culture requirement. We have had conversations that have helped me to help the students to get an overview of own resources. We have identified important core value that the students had, such as openness and curiosity, and have tried to mobilize these resources so that the student could be motivated to try things out, be more motivated to engage in new challenges, dare to act now when he is very conscious of his resources and vulnerabilities, and have better understanding of the issues that have hampered him until now, such as his fear of disappointment.*

*We have worked extensively with the student's resources, along with his mentor, and have identified some very specific goals and options (...) the students are very independent, so the mentor's task has been to maintain their motivation and orientation towards the goal, so that the student does not lose focus on the target and wasting energy on anxiety and worries. It is important that you work with their subjectivity, so that you can see their personal strength.*

*For example, we are working on the development of CV and we talk about how the student can use his talents from other volunteer work he has done, and these resources we are involved with, so I also get a broader picture of the students than what we can have with the CV." (A University Counsellor)*

## 2.3 The reflective strategy

This strategy is, like the Adoption Strategy, based on a search for optimisation of the moment of the Students' Needs Assessment. Like in the Personalisation Strategy, the Reflective Strategy valorises a social practice based on an intimate knowledge and

the idea that a long term relationship is necessary to get this knowledge and to respect the rhythm of the students. For these reasons, this approach insists, like in the Personalisation Strategy, on the fact that the Univers' Emloi tool should not be adopted as a ready-to-use tool. However, unlike the Personalisation Strategy, the Reflective Strategy insists on the importance of using some innovative questions of the Univers' Emloi tool in order to grasp more efficiently and more qualitatively the reality of the students. To the difference from the Adoption Strategy, this search for optimisation of the Students' Needs Assessment is not necessarily focused on the job issue only. The appropriation mode of the tool is also different, more on the exploratory mode, clearly, because there is no formal adoption of some questions or dimensions of the innovation proposed by the Univers' Emloi project tool. However in this approach the benefits of the dimensions presented in the Univers' Emloi tool are definitely acknowledged and their use claimed.

### **The selection process of meaningful items**

This third strategy, the "reflective" strategy, is based upon an optimisation and pragmatic logic: Some questions of the Univers' Emloi students' needs assessment tool have been selected, mostly in an informal way. The Univers' Emloi Students' Needs Assessment is, in this approach, presented as a way to complete in an effective manner the current practice ("It's a good working base"). The main difference with the Personalisation Strategy is the perception that their current practice can be improved. Therefore this approach is focusing on a pragmatic way to adopt and integrate what could possibly help them to do so. Unlike the University Counsellors from the adoption strategy, they don't report any formal transformation of a pre-existing template or guidelines. Therefore they might, for the moment, be inserting new dimensions from the Univers' Emloi tool in their current practice in an informal and more verbal way.

A University Counsellor explains that the use of the guide has allowed her to appropriate the questions that she did not think of spontaneously. It helped her to formalize the interviews and to have access to information she could not get before using that tool:

*"When we do (the need assessment interview with the students on the basis of) the Univers' Emloi questionnaire and when we get to the end...I ask them, "how do you learn (what are your learning skills) and what strategies have you put in place since early childhood to get where you are now? And from that point, when we go back, we realize that they have put in place lots of things but they have never identified them before! And the fact that they (give this information), it allows us to make the link with the university, with the requirements, the degree of autonomy that is expected...with the help (they may need)." (A University Counsellor).*

### **The perception of the benefits of the Univers' Emloi tool mixed with a "take time" approach**

Indeed, the above mentioned quotation shows that in this approach, to be familiar and intimate with the students does not prove that some questions, considered as crucial, have never been asked of them. Therefore the use of the new Univers' Emloi tool for the students' Needs Assessment can prove to be very useful and efficient to get a better understanding of the issues students are facing.

*«( ... ) and even if I knew the students for a long time, I still learned things at the time of the project! There have been some new things, as for example, parameters that I had not at all identified as significant, as the family environment, because it has an impact on the studies, as the resources/financial difficulties!» (A University Counsellor).*

In the “reflective” strategy, like in the “personalisation” strategy, University Counsellors emphasize how important it is to take all the necessary time to ask the questions and to adapt to the students’ sensitivity and context. This is the reason why, in the “reflective” strategy, the University Counsellors point out that it is very important to select and adapt items from the Univers’ Emploi Students’ Assessment Tool before using them in their current practice: more than a “ready-to-use” tool, the Needs Evaluation Guide is perceived as an aide-memoire. In this approach, benefits of using this tool are clearly perceived, however, it is put forward that it should be integrated into the practice with caution, in order to respect the student’s rhythm.

*( ... ) We went through the (Univers’ Emploi Assessment Tool) from beginning to end, but I do not believe that it is really relevant for the first interview! Because the student... he is not going to confide in us like that straight away! But it happens that we can detect things as one goes along, for instance, hobbies or the things that the student did not see as allowing him to develop particular skills. (...) but the interest of this tool is that it allows us not to forget the important things... It is a kind of memo of the things which we can go back to once we feel that the student is ready. (A University Counsellor).*

*( ... ) In fact we learn things that we did not know before and which are fundamental! Sometimes we focus on something and (in the meantime) we pass by things that we think not to be within our jurisdiction ...and at the same time we cannot ignore! I tried to integrate the different dimensions of the (Univers’ Emploi Assessment Tool), but the difficulty is to integrate them in the right time, without being intrusive, by inviting the person to talk when ready, by inviting her to express herself... ” (A University Counsellor).*

In some other DSS, the tools were evaluated by each member of team taking into account those elements that could be part of their practices and approach. As explained at the Updating Session in Strasbourg, by Aarhus University representative, it is not necessary to ask every question of the assessment guide. The legitimacy of the Reflective approach is that the Univers’ Emploi tool has always been presented as being flexible and as a tool that would be adapted to the existing practice and context of practice.

*“(Our) workgroup brought the assessment guide to our university in order to explain how to apply it. In practice, it was very useful to reflect on another model and approach as an enrichment of our way to individuate the competences and needs of the students. Some aspects were not so clear at the beginning, but with further explanations it was possible to use the tools.” (A University Counsellor).*

The perception of the flexibility of the Univers’ Emploi tool is a key factor to understand the strategies chosen by the actors, as explained further in the section “rationale”.



**BOX 7: The reflective strategy of appropriation of the Univers' Emploi Students' Assessment Guide: assessing the benefits of this new tool**

*“My work begins before the enrolment of students in our University with individual meetings and in some cases with parents who want to ensure the rights of their children and who are future-oriented, “how will I cope with my studies?”, “what will I do after the University?”» As far as school is concerned, there are some regulations in our system that establish the tools to delineate the dynamic functional profile of students with disabilities. These tools are not used at Universities, but we are inspired by some aspects (cognitive, linguistic, sensory, autonomy, communication, learning, neurological, emotional, motional) for the needs assessment. What interests us particularly is to identify the potential of a person, what he/she can do through the appropriate responses to his/her needs, for this reason we call it the dynamic functional profile. To guarantee the development of the potentialities it is essential to work on the construction of contexts, not only the university (access to educational opportunities and integration into university life), but also family and social contexts. In this way, the selected (Univers' Emploi) tool made it possible to enrich the references that are most commonly employed to identify the devices to be used in everyday situation, taking into account the specific context, allowing even greater articulation of answers to different needs. This tool has also led us to reflect on how the information we already have can be transferred in the workplace and has prompted us to investigate in order to fill some of the highlighted gaps, sharing these data with the Job placement Officer.”*

In this reflective approach, there was a possibility that some discussions occurred on the assessment tools. For instance the tool could be put in discussion also by students with disabilities contacted just for this purpose before applying. In general, there were too many elements very intrusive, according to them. However, in respect of the 9 categories, the “personal field” was that the students were asked too many questions (agreed also by the counsellor), especially on “body relations”:

*“I don't know how my sexuality, for example, could be related with academic and professional guidance. On my point of view, this kind of information is too intrusive and does not matter to anybody beyond me” (A Student).*

**BOX 8: A University Counsellor's Analysis on the Nine dimension items of the Univers' Emploi Tool**

Students' needs assessment tool was used taking into account the nine dimensions.

In the “Study & Career” field, the “Theoretical” and “Cognitive” category shows that some student presents difficulties to get academic contents during the lessons. However, several times this issue is related with the fact that the environment does not collaborate with the student who has yet additional concentration difficulties:

*Practically, when I'm in class, the students know about the presence of disabled people [...] it does not mean that they do not talk about some question or are listening to a discussion in a acceptable way, but they are always joking. So, to me it became too hard to concentrate, to get the concepts, to remember them (...)... (A Student).* So, it means that when we develop the assessment of a student, it's not enough to identify the difficulties of the student to take theoretical concepts, for example, but it is also necessary to understand the environment in which the students develop their activities. With these considerations, it could be possible to

implement some initiatives which promote an inclusive context that support the learning process of the student. The *“Work Process”* and *“Motivation and energy”* categories were taken into account in order to identify important elements on academic and professional competences of the student (planning, decisions making, collaboration, initiatives, motivation, etc.). These elements were observed during the whole project, from the beginning until the end of the experimentation and through the commitment to plan activities to be developed within the firm / enterprise / schools / association. Even if there were identified aspects on motivation and energy, the students still are in some way confident about their transition to the world of work. But students appreciate the importance of professional guidance: *“I’m a little afraid to enter in the world of work. If I had a support within the firm, it would always be better to facilitate my transition process towards the world of work”* (A Student). On *“Social Life”* field, specifically on *“Social relations”*, some students declare a real wish to build a relationship. This factor could also be a precept at the workplace, as declares the mentor of the student: *“There was reciprocity in the social relation, an active commitment of both parts. I believe that there was a concrete helping relationship”* (A Mentor). However, in the assessment process we need to consider also the context which, sometimes, does not contribute to social relations among students and between them and their teachers. One case, for example, has showed a situation which a student with sensorial disability (deafness), even if very sociable, has faced difficulties to build or reinforce contact with other students: *“It was a bit hard because the fact is that I should be, by force, in front, at the first row, along with the interpreter [...]. And my colleagues were always put in the back rows. This, we can say, does not contribute to improve the relations”*. (A Student). Still at *“Social Life”* field, the assessment has considerate also the *“Language and culture”* aspects. Counsellors declare that this is a very important issue to be taken into account because it reflects along the other categories as *“motivation and energy”* and *“social relation”*, the involvement of the student in their daily context. The Personal Field, which cover *“Self-relation”*, *“Life-strategies”* and *“Body-relations, psychological relation”* categories of the students’ assessment tool, was taken into account because we believe that inclusion of people with disabilities is to promote their access in common spaces. Inclusion is also to encourage their active participation within the context and, if the counsellor does not know about some personal characteristics of the students, it is more difficult to understand how to better support them in some situations: *“If we don’t know about the insecurities, the strong points and the strategies that the students have, it is more difficult to know if the support strategies will act in a positive way on their academic life and on their transition to the professional world”* (A University Counsellor)

### **Addressing the job issue: between the students’ orientation approach and the systematic way**

In this reflective approach, job issues are addressed in a similar way to the one developed in the personalisation strategy with a focus on the students’ orientation and information. However, some concrete bridges between the academic world and professional worlds already exist, as materialized for instance, in a University Foundation. This helps to facilitate the participation of students to the project and it provides them some professional experience in the context of internship. The *Univers’ Emploi* is then the opportunity to mobilize this network or to expand it. However there is no evidence that the experimentation with the *Univers’ Emploi* project has led to the inclusion of question related to the job issue in the needs assessment step with the University Counsellors.



### 3. The rationale behind the chosen strategy

The previous section shows that stakeholders don't take ownership of the Univer's Emloi Needs Assessment tool in the same way. These strategies seem to depend widely on the type of pre-existent current practice in the DSS in combination with the representation the actors have of their own practice. This understanding widely influences the perception of the benefits of this new tool. Another important rationale to be considered is the position of the University Counsellors in the Univer's Emloi project system: is he or she directly involved in the project or is he or she a target of the project implementation?

#### 3.1 Representation of professional practice and associated perception on the utility of the Univer's Emloi Tools

If the Students' Needs Assessment is considered by all University Counsellors as an essential step for further guidance of the students within the University, the level of formalism of this assessment is originally quite different; influencing also the way the appropriation of the Univer's Emloi Approach was then implemented. Before the implementation of Univer's Emloi, DSS had different way of assessing the needs of students. This is related to the representation of practice that can be either a social representation or a competence-based representation of the support to be provided to students.

When a social representation of the work of the University Counsellor is put forward, the focus is clearly on the personal and trusty relationship existing between the UC and the students. According to this view, this personal and trusty relationship can only be constructed and enhanced through informal exchanges during which the UC can grasp the reality of the students in a natural, non-confronting way. In this category, there are no pre-existing formal tools or template used to get a better understanding of the students needs, as any type of formalism is seen as preventing the confidence of the students. The assessment of the students' needs is not seen as a determined step but more as a long term process. This view on the UC professional practice and role exclude the use of any formal tool in the current practice.

When a competence-based approach is put forward, like in the two other strategies (Adoption and Reflective), the pre-existing practices can be more or less formal: in the Adoption Strategies, the assessment practices are clearly "institutionalised" in a template while in the Reflective Strategy, even if there are sometimes tools that can be used, the approach is more flexible, adaptive, verbal, or informal.

These representations of their professional practice determine the way the stakeholders perceive the utility of the UE tool. For instance, the stakeholders in the Adoption and Reflective Strategies clearly perceive that the tool is compatible, coherent and represents a real benefit to their current practice.

A University Counsellor explains that she feels a great proximity of practice with the proposed new tool, explaining that in this way it was then easy to appropriate. She is really focusing on the similarities.

*"And therefore in fact we work a little like the Danish people! The difference is that in the assessment of needs, I think that I went a little further than what they propose in their guideline...Well, we definitely have common points with the Danish (in the way we do the students' needs assessment), mainly concerning (the investigation) of the social aspects more than the*

*medical aspect! We focus on the actor, on his work at university, his work and on his project, as the Danish do!*

Other stakeholders acknowledged the fact that they needed to be more focussed on some issues proposed by the Univers' Emloi Students' Needs Assessment tool: the job issues, the family environment, etc... And they acknowledge the fact that this tool was a real advantage to improve their practice. This perception of coherence and of benefits related to the Needs Assessment Tool favours a positive attitude to use and integrate some dimensions of the Univers' Emloi tool in the current practice.

On the other side, the Personalisation Strategy is structured around the idea that the new tool, although it is interesting, does not contribute to any improvement of the University Counsellors' practice. And moreover, it is not coherent with the legal and cultural framework as, in the context of these stakeholders; it is not possible to ask any question about the students disability. However, some stakeholders belonging to the same legal and cultural context are also in one of the above strategy, the complementary strategy, which might mean, that the legal and cultural context may not be the first reason of dissociation.

### 3.2 Representation of professional practice and associated perception on the manageability of the Univers' Emloi tool

Strategies of appropriation of the Students' Needs Assessment Tool are also tightly linked to the extent to which the stakeholders perceive this tool as being manageable. For instance, the stakeholders in the Adoption and Reflective strategies clearly perceive that the tool is manageable in their current practice while the stakeholders of the Personalisation Strategy think it doesn't adapt either to their constraints or to the purpose of the Disability Officer mission.

The following University Counsellor explains here the incompatibility he perceives between the necessity to have a deep and intimate knowledge of the students to really identify their needs, which is a long-term and informal process and the use of a ready-to-use template:

*We have dozens of students for whom we cannot offer every answer (...). It is actually what makes this activity (of the disability service) difficult in itself. I have to go through individual interviews, spend time to really explore the expectations, needs, and it is time consuming but it is the only way to be able to help. It is a work of listening and of relational... (...)"*

On the opposite, the perception of the flexibility of the tool meaning that the tool can be adapted to the current practice influences positively its appropriation, even for the stakeholders focusing a lot on the long-term and informal intimate relationships with students. When the Univers' Emloi tool is understood as a tool that can be freely adapted, the stakeholders take the most of it and are not prevented to create, on the long-term, an atmosphere for enhancing a trust relationship between them and the students.

### 3.3 The level of involvement of University Counsellors in the project

The level of involvement of the University Counsellors in the UE project has also to be considered as a possible influence on the way the Students' Needs Assessment Tool is

appropriated: the professional aspects are taken care of the more when the University Counsellor is directly involved, as a partner of the study. In this configuration, the Students' Needs Assessment Tool seems to be more formally integrated in the DSS practice.

## Conclusion

Students' needs assessment is a very important step for students in their transition to employment. The Univers' Emploi project has put in place a tool in order to support the DSS in their needs assessment process. This tool has proved to be beneficial regarding many aspect of the students' journey. The tool has helped:

- To relate in a more nuanced way to the students' special needs when planning and identifying their future career opportunities.
- With the inclusion of employability to the Needs Assessment of students with disabilities

Concretely, the information acquired in the academic world can be transferred to the world of work in order to facilitate inclusion into workplace. This has also made possible, as we will see in chapter IV the continuity between university and work, through the consolidation of the network between the different university departments and the enterprises of the territory.

In this chapter, the results of the level of implementation of the Univers' Emploi Students Needs Assessment Tool have shown how it has been approved by most of potential users, showing a more or less formal adoption of the tool (the Adoption and the Reflective Strategies). In only one of the categories, the tool has been used with more distance (the Personalisation Strategy). What the results cannot show now, because more time would be required, is to what extent the positive appropriation strategy will allow the sustainability of the change of practice that occurred during the implementation of the Students' needs assessment tool. In the formal strategy, the tool seems to have been quite institutionalised and widened to all students with disabilities, indicating that there are good chances of sustainability of this new practice. In the Reflective Strategy, as the appropriation mode seems to be informal and quite spontaneous, there is no evidence that, although the tool is very much appreciated, it will allow for a long lasting change of practice in the DSS.

The results have shown also that the implementation of the Students' Needs Assessment Tool was clearly influenced by the representation of the University Counsellors, highlighting the challenge in the involvement of the higher administrative level of the participating Universities.

Another important challenge is related to the communication around the Students' Needs Assessment Tool. Results have shown how determining the perception of this innovation (meaningful, manageable) wasand should incite, for further dissemination, to work on the understanding the stakeholders have of the tool. This would help to make sure that participants understand its positive aspects and the freedom they can have as to its implementation.

A last, but not least, of the challenges highlighted by the results is the importance of the involvement of the University Counsellors in the whole project. Results have shown that in Universities where they were directly involved in the project, the Students' Needs Assessment Tool was definitely perceived as very valuable and motivated its integration in their practice. These results are very important when considering how to involve uphill the University Counsellors when the project is extended to other Universities.

## Chapter IV: The Guidance Methodology

As previously mentioned, the guidance methodology is based on a holistic approach that implies a very important step, the students' needs assessment step that is followed by a career guidance step coupled with mentoring.

Chapter III focuses on the guidance methodology implemented within the project *Univers' Empoi*. It will focus on the work done between the mentors and the students and will describe the types of mentoring encountered during this process. Mentoring was considered a key strategy to enable students with disabilities to acquire more competences and be able to prepare their transition to employment.

This chapter also highlights the different ways the guidance methodology was implemented by each participant creating an enabling effect for each stakeholder.

### 1. The description of the guidance methodology implementation

Within the *Univers' Empoi* project, different types of guidance methodology implementation were observed. They are linked to the University organisation (as well as the University strategy to organise the matching between students and mentors).

Before considering the guidance methodology implementation strategies, the mobilisation process of students will be described, showing two different patterns ("personalised" and "at large" mobilisation of students). Then the mobilisation strategies of the mentors will be underlined, showing that mostly all Universities chose to rely at least partly on an external structure for that matter. This can be mainly explained by the fact that the Disability Support Services lack resources in order to mobilise the companies.

On this point, the distinction between the Universities doesn't concern the fact that they did or not rely on an external structure to mobilise companies (they almost all did) but more on the fact that some Universities completely delegated the implementation of the mentoring process to the external structure.

#### 1.1 The mobilisation and selection of students

##### ***The personalised mode of selection of students by Disability Support Services***

In this configuration, the University Counsellor, within the Disability Support Service, is in charge of the implementation of the project, the mobilisation and the selection of the students, and therefore the guidance methodology implementation.

Before the project was initiated, the University Counsellor used to provide targeted and personalised services to students. These services were of different types, concerning supports and adaptations for student's everyday academic life. Students could then see

themselves provided with a note-taker, or adapted transportation. The organisation of these accommodations in order to facilitate the academic students' life was at the heart of the University Counsellor's current practice.

In this approach, University Counsellors belonging to the "personalisation strategy" (see chapter 2) are more likely to be found. In this approach, Univers' Emploi can stimulate the University Counsellors to innovate and propose, in this particular context, services focused on job placement (participation to the experimentation of Univers' Emploi Guidance).

Nevertheless, this kind of innovative practice introduced by the Univers' Emploi project could not be extended on a large scale due to resources and service delivery. Moreover, the personalised selection of the students based on a reduced sample of "happy few" students (those who already know the Disability Support Services, the University Counsellors, etc...), and clearly motivated by a lack of resources, also means that this kind of disposition, on account of the lack of resources, some students are not supported. So, it allows us to reflect on the accessibility of the Disability Support Services for other students with disability in the University<sup>8</sup>.

A lack of time and resources reduces the capacity and possibilities of the University Counsellors to take care of students who wouldn't present themselves to the Disability Support Services, their support, or range of services being oriented only towards the students who are familiar with Disability Support Services. Only the latter can then be provided targeted with services, which are sometimes focused on job transition.

### ***The "usual" mode of selection of students***

This mode of selection was materialised in two ways:

- In some Universities, students were invited to attend a briefing session held by the Disability Support Services, providing information relating to the Univers' Emploi project. At this briefing session, students decided whether to participate or not. These students were then asked to meet both the University Counsellor and the Career Advisor for an assessment of their needs and to include aspects relating to their professional project.
- In other Universities, a survey of students entering their final year of study and postgraduates was conducted to determine their level of interest in participating in the Univers' Emploi project. Subsequently, interested students were contacted and invited to attend a meeting with the Disability Support Services to discuss their employment ambitions, concerns and transition to employment.

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<sup>8</sup> Sometimes, it's also because the Disability Support Services is geographically not accessible, far away from buildings where students have courses and don't even know this service does exist.



## 1.2 The mobilisation and selection of companies and mentors

### ***Mobilisation organised by Disability Support Services***

Although the Universities were not experienced in engaging with employment companies, they sometimes had their own networks they could contact in order to get the companies interested in this project. They also worked with their internal resources i.e. Career Services, when possible. The Career Centre was able to help the Disability Support Services to identify companies where they used to work. In some other cases, Universities were very proactive in order to mobilise locally the political and administrative representatives in order to have their support for the implementation of the project and for helping them to contact the companies.

### ***Mobilisation partly organised by an external structure***

All universities, except in one country relied on an external structure in order to mobilise the company mentors for the Univers' Emploi project.

#### ***BOX 9: The Willing Able Mentoring as an employment programme implemented within an external structure***

Sometimes the external structure is an NGO specifically working in the transition in and out of Higher Education. They have an employment mentoring programme called WAM (Willing Able Mentoring). The central objective of the WAM Programme is to promote mainstream access to the labour market for graduates with disabilities. WAM is essentially a partnership of employers and other key organisations who work together to identify and tackle the barriers and challenges facing graduates with disabilities in gaining employment. WAM secures paid mentored work placements from participating employers. The mentored work placements offer real life work settings to identify the issues facing both employers and graduates in the recruitment and retention of people with disabilities. Thus, through the provision of mentored work placements, WAM seeks to lay the foundation for in-company mainstream inclusive practices and policies that will guarantee wider access and sustainability for all graduates with disabilities attempting to enter the mainstream labour market.

WAM is funded by the Department of Social Protection (2012/2013). Since placements began in 2006, WAM has placed over 150 graduates with disabilities within its network of employers.

Banks, financial structures and information companies are the main sectors which have provided work placements for graduates with disabilities as part of the WAM programme.

WAM relies on good working relationships with all HEI to ensure they can attract high level graduates with disabilities. Universities work with WAM by promoting opportunities and targeting students who will find paid work difficult. Annually universities work with WAM in mentoring potential graduates and assisting in the advertising of placements.



Imposed or proposed, these structures generally tend to facilitate the implementation of guidance methodology when University Counsellors have only time and resources to manage the Disability Support Services' day to day.

Nevertheless beyond the project Univers' Emploi, this shows the difficulty to include the transition to employment strategy in the University Counsellors' service practice. This extends to requiring the hiring of a person other than the ones working in the Disability Support Services, whose mission would be to promote networking with local companies to help students to find an internship or a job.

In some instances, the reliance on external providers went further than the mobilisation aspect: as a result the Disability Support Services delegated to external providers the guidance methodology implementation. This means that, more than delegating companies' contacts to an external provider, the Disability Support Services gave directly the mentoring process to this provider.

## 2. Different types of mentoring and their rationale underpinnings

The project proposed to support the students with disabilities in their job transition by using an innovative Guidance Methodology. This methodology is based on a particular definition of mentoring, seen as:

*“a process in which (...) the Mentor is able to support and help the Mentees to develop their knowledge, skills, thinking and behaviours and thus problem solving and performance in a current role as well as longer term career development planning.”<sup>9</sup>*

Within the Univers' Emploi project, it means that the mentoring purpose is to make students capable of developing their own resources and solutions.

### 2.1. The mentoring process, different dimensions

In order to encourage students to be pro-active in their transition to employment, the Univers' Emploi guidance methodology relied on an approach which combined an academic and professional guidance through mentoring. The following section will focus on the professional guidance part, structured on the basis of a mentoring process.

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<sup>9</sup> Colin Mason, “Briefing session for Mentors and Mentees. Mentoring – Theory and Practice”, 2005

When referring to the professional guidance through mentoring we are referring to the process that mainly takes place between the professional Mentor and the Student.

Focused more specifically on job transition, there are many facets of the mentoring process, some are social, some are personal and others are related to technical skills development.

### 2.1.1. An Academic Guidance

Academic guidance was generally provided within the Disability Support Service to assist students to complete their degree programme and academic responsibilities whilst participating in the Univers' Emploi project. Each participant met frequently with the University Counsellor who reviewed the students' needs and addressed any queries that the student may have had. Generally these queries concerned some academic accommodations that could facilitate the students' involvement in their studies, helping them to overcome the obstacles created by their disabilities.

By doing so, University Counsellors are in their "traditional role" of supporting the students' academic journey. The innovation of the Univers' Emploi project lays in the introduction of the employment element in the Student's needs assessment. In most cases (see chapter II for a detailed description of the appropriation strategies of the Univers' Emploi Students' Needs Assessment tool by University Counsellors), as a result of the needs assessment, the University Counsellor and the student built together a transition plan to help the student to be the participant of his/her own professional future, including academic guidance to match on a realistic way the student's studies with his/her studies with the professional expectations and plan.

The Univers' Emploi project, in order to provide a complete guidance to students with disabilities, is also based on the provision of specific job guidance by a professional mentor. In the next section, the results presenting the different types of professional guidance that occurred during the experimentation will be described.

University counsellors reported that although the participation to Univers' Emploi was a good opportunity for students, they noted that it was also sometimes a challenge.

Since students were in the final year of their degree programme or undertaking a postgraduate programme of study, it was increasingly difficult for them to participate in the project. This challenge faced by students in the participation to the Univers' Emploi project invites us to think about the importance of taking into consideration the transition to employment at the earliest possible time, and at least before their final year of study.

### 2.1.2. A professional mentoring

The Univers' Emploi guidance methodology is based on employment mentoring structured around face to-face meetings between student and mentor. The aim of this process is to allow students to talk about subjects linked to their job transition with a professional. The face-to-face meetings, sometimes completed by e-mail exchanges and telephone conversations were the key items of this professional guidance. The majority of these

meetings took place in the mentors work environments, sometimes only for the purpose of the meetings or, in some configurations, because the students were acquiring some work experience there during internship.

Mentors and students were expected to maintain monthly contacts throughout the mentoring process. Students were guided by their mentors in order to get skills expected in the professional world. For instance, they got advice on how to prepare applications in order to get work experience and employment. They also got advice on how to review and/or develop their CV. Information could also be provided to the students in relation to possible reasonable accommodations and to the issue of disability disclosure.

Concretely, the employment mentoring can be divided into three main parts. This distinction is only made for reasons of clarity and in reality the three fields are obviously closely linked.

The first part concerns the acquisition of professional standards like information on ethics and cultures found in various work environments such as responsibilities, respecting time schedule, complying with rules, decision making, time management, tasks planning, interpersonal skills, legislation, and disclosure.

The second part concerns the formulation of a professional project or a job transition plan which could take into account students' competences and potential acquired via internships and other activities such as sport and leisure time activities...

Finally it can also concern the job-hunting techniques which are materialised by information provided to students to assist them in identifying employment opportunities. It can be information concerning disability compensation, or the level or area of studies to get in order to achieve their professional project. It can also be about technical information on self-presentation issues or CV, and cover letter elaboration.

**Figure 3: The professional mentoring, different actions taken**



Because students have different needs, mentoring doesn't consist in a one dimension approach. We suggest presenting ideal types which only emphasise differences in content but which rarely exists in pure form in reality.

## 2.2. Mentoring, a heteroclitic content of empowerment

Whatever the mentoring process, it allows an undeniably empowerment which was considered as

*“a process by which a person who is experiencing more or less incapacitating living conditions, developed through concrete actions, the feeling that it is possible for him/her to exert greater control over the aspects of his/her psychological and social reality.”<sup>10</sup>*

The results have shown that the mentoring process put in place by the Univers' Emploi project is characterised by two types of empowerment.

**Figure 4: Type of Mentoring**

Type of mentoring	ACTIONS	AIM
<b>Mentoring as technical skills</b>	Redaction of CV, Redaction of Cover Letter Work on techniques of job search Simulation of recruitment interview, etc....	To learn the student what to do and to acquire skills
<b>Mentoring as relational skills</b>	Work on students' self-management, self-confidence and motivation	To support students to be aware of their own resources and difficulties

### ***Mentoring, a technical empowerment***

Mentoring was, for the students, the opportunity to work with a professional not especially in his/her own area of interest. Students underscored that it was an opportunity to discuss

<sup>10</sup> Le Bossé, Y., et M. Lavallée (1993). « Empowerment et psychologie communautaire : Aperçu historique et perspectives d'avenir », *Cahiers internationaux de psychologie sociale*, vol. 20, 7-20.

workplace expectations and career advancement opportunities, to obtain feedback on their CV and cover letter directly from a professional, to network with other professionals, and to simulate recruitment interviews. Nevertheless, this doesn't mean that these technical advices can be reduced to a mechanical transmission of knowledge. On the contrary, results have shown that the mentoring process was always closely linked to relational aspects. Indeed, results have shown that the mentoring process was more positively perceived when a trusting relationship was established and when the student felt safe to try out new skills and ideas.

### **Mentoring, a relational empowerment**

If there are transfers of skills from mentor to students, both are regarded as central actors in the process. So, the transfer of skills is, by nature, necessarily bilateral and focuses on the students' self-management, self-confidence and motivation.

#### **BOX 10: The Univers Emploi empowerment, a student testimony**

*I am a graduate of one of the European universities now working in Brussels.*

*When you are told at the age of 19 that in some kind of freak accident both your retinas have detached, and there is no way of knowing whether your sight will come back, you are forced into one of two pigeon holes. 'Pitiable poster child' or 'inspirational supercrip'. That in itself makes it difficult to position yourself in society. You either ask for so much help that people patronise and feel sorry for you, or you strive to overcome your disability to such an extent that people forget you have one, and the adjustments that they have to make.*

*But what was even more difficult was the road to recovery. After surgeries, countless hospital visits, trying to stay in college and move to a foreign land, you try and compartmentalise and slowly but surely come to terms with the fact that ok, things are not how they used to be. Though difficult, accepting such a significant loss of sight was made easier because of the supports put in place, particularly by my absolutely incredible family, but also by the Disability Support Services. The Disability Support Services made sure that every accommodation was made available to level the college playing field as much as possible. Two years on, I graduated with a high 2.1, certificate from a foreign higher education establishment, and was awarded a bronze medal by the French government.*

*And I cannot but stress how much of a difference that bespoke support has made to my confidence as an individual, because I think that is something which is often overlooked and neglected. I have found, in all honesty, that the medical and physical fact of losing portions of my sight was the easiest to deal with. What I found most difficult was the social aspect. I am too blind to drive, have a waitressing job, walk by myself in the dark, and catch a ball (though to be honest, I was fairly useless at that before my accident). However, according to the government, I am not blind enough to qualify for help from a social worker, disability benefits, or a transport card. That sense of being stuck in between two different groups was actually the most traumatic aspect. It makes you wonder a) do you actually HAVE a disability and b) are you ever going to get the help you need to amount to something more than an ultra-dependent vegetable (which is how you sometimes feel).*



*The transition to the employment project Univers' Emploi was my crutch in that respect. The one-on-one focus helped me to break down the transition out of my support system to the working world into manageable steps. I think my situation was slightly different to other students, as I had already had a considerable amount of work experience after my vision was impaired. But the fact was, I had gone to significant lengths to avoid disclosing my disability (it comes back to falling between two brackets, I do not want to be patronised and feel at a disadvantage within an organisation, but at the same time, yes I do need certain accommodations).*

*What the University Disability professionals did was meet with me on a regular basis, and go through different ways and methods of disclosing or not disclosing, depending on the type of job I was applying to. They went through the pros and cons of disclosing, and how to deal with the different kinds of disability-related issues that might crop up in the work place.*

*Most importantly, this intervention and mentoring support gave me the confidence, this confidence I was referring to earlier, to really push myself and put myself out there.*

*Today I am working for a dynamic bilingual company in Brussels, and I haven't looked back since.*

This story is a very good example on how the technical and relational empowerment is intertwined. Moreover, it shows how for a student with disability the disclosure of disability question can be the central issue, linked to social judgement and self-esteem and how necessary, beyond the technical guidance provided on job search, it is to make it central in a guidance process.

### 2.3. The mentoring rationales

Under Univers' Emploi, we note that the relationship of guidance has oscillated between two logics:

- the logic of gift exchange
- The logic of contract.

Thus it is not the actors who are defined by either of these logics, but the relationship which they have been able to create and maintain between themselves.

#### 2.3.1. The logic of gift exchange

More or less proactive, the mentoring process between student and mentor is primarily characterised by the primacy given to balance and reciprocity in the relationship. Whereas the personal characteristics of mentor and student are important for understanding the type of supportive relationship, they should not hide the importance of the links that have been created.

In the logic of gift, we find mentors who understand the mentoring process as a civic action. These mentors who are immediately enrolling in a process of support and civic action are more likely to foster a relationship in which the student is considered to be the object of

special attention. For instance, mentors consider students as needing to be helped because of their disability. Along with this, students formulate support expectations that are not always limited just to the professional dimension. For instance, students can ask their mentors advice concerning their family or friend relationship.

It could be said that the "logic of gift" is based on a specific understanding of support characterised by social design. The social design of support leads to a supportive relationship in which mentors and students agree to give of themselves even if here the referent is in pool position. S/He is, indeed, the adult, the professional, the one "knowing the job" and wishing to transmit this knowledge to a student who has difficulties to imagine his/her future career. Mentors having an intimate relationship with disability (parents of disabled children...) or those who have a career in which they may not have held senior positions tend to say that "they give of themselves".

This logic implies a gift in reply to balance the initial gift. As for the mentor, this gift in reply may be given by the student or by the enterprise. The emotional aspect is central here insofar as student and mentor immediately place themselves in a free but none the less restricting relationship.

When the mentor is providing a student with disabilities with the benefit of his/her own experience, he/she will be appreciative to the mentor because thanks to him/her, he/she had, for instance, given access to the mentor network. And, in turn, the mentor has the feeling of having helped the student to find his/her way<sup>11</sup>.

This type of support is perceived by students as different from what they have experienced:

*'Now here, they are taking into account our particular situation. They are not dealing with misery or figures, it's all on a human scale; the mentor, he is a volunteer. He has no aim of profit, no figures, and this does change everything. It's not like in other structures where one passes in a chain and where they repeat us the same very general advice. Here, they take the time to listen to us!'*

For students, knowing that the mentor is a volunteer is considered as a sign of commitment and investment, which leads, in turn, on their part, investment and commitment to be at the height of what they receive:

*'Me, I didn't think to get much involved but my mentor was really committed; I couldn't imagine to let him work hard as it was mostly for me he did it. He pushed me to get involved in the project, while for me, at the basis, the project was not concrete.'*

<sup>11</sup> One of the dimensions of the definition of support can be seen here : it has to do with 'going with somebody' being next to somebody, being with the person. For more details see M. Paul « Autour du mot accompagnement », *Recherche et Formation*, n°62, 2009

In addition, the gift in reply, for mentors can also come from their companies. Half of the mentors felt a kind of recognition and they had highlighted that their company had not only been supportive about their own role in the project of Univers' Emploi this support consisting in special working-time conditions or in a certain freedom to manage their time related to their function, but also that the company in some particular cases had "made" their involvement

*'I am often asked questions in relation to disability, "I know that my company gives me as an example".*

Referents may be recognised as being the 'expert' on disability by their companies.

Thus, in this logic, the balance is found: mentor gives, the student receives and gives back (sometimes with the company) to the mentor.

*"My company was asked what I had done with the student. They asked me if there was a progress and how our company could improve its recruitment policy. I really felt that within my company, thanks to my involvement in the Univers' Emploi, project, my company changed its point of view and I was the one who accelerated this movement."*

### 2.3.2. The logic of contract:

The second type of mentoring process is based on the "logic of contract" which may be associated with three dimensions of support. This logic of contract is characterised by, at the level of exchange between mentor and student, the behaviour of both players in connection with the fixed purpose: the transition to employment.

In this contract logic, there are standards that are regulating this exchange: more or less formal rules are put in place so as to guide the practices of both players.

In this contract logic, Univers' Emploi support is regarded as a contract in which mentor and student have bilateral obligations.

Thus, if one or the other fails to fulfil any of his/her obligations, as they have been clearly identified, during the very first meeting, the "moral" contract can be broken. In some cases, support is considered to be a part of current activities.

For the mentor, support is particularly related to his/her professional activities:

*"This is an issue I have to deal with. Objective is clear ... I am doing a first analysis of what does exist and I set up what should be undertaken".*

Thus, in the contract approach, the managerial logic is more present than in the gift exchange logic and it is not uncommon that mentors are senior executives, experienced in project management and job interviews. Moreover, the way they were asked to participate in

the project may also explain this posture. Some have received a specific request from their companies to participate in the project *Univers' Emploi*. It becomes then, in this context, difficult for them, at first glance, to consider support as something other than "a file to process."

For the student, the support can also be seen as a project that allows for meeting with a professional. Students generally have a good understanding of guidance either because they have already been supported or thanks to the precise information provided by the University Counsellor or also directly by the mentor.

Prior to the meetings, the student has usually set with the mentor the themes and actions to be taken based in particular on tools such as the roadmap:

*"Between each interview, my mentor rings me up and asks on what I want to work? I answer and when we meet, we are working on it "," During our meetings, there is no useless talk, it is going to the point, we come back to the road map, to our goals and if I couldn't do what I was supposed to do, I explain why. For example, it can be to apply on some business sites and the last time, with my exams, I didn't have the time to do so; it can also be to find out about the status of the foreign student, do I have the right to make a professional contract or not...."*

### 2.3.3 Articulation of the contract and gift logics

Our results showed it was obvious that contract and gift exchange rationales are not always contradicting each other and may even coexist.

For instance, it may be relationships that have first been in the logic of gift exchange, and then, due to the lack of involvement of the student (or more precisely in response to the lack of gift in reply), the actors only fulfilled their 'contractual' obligations.

Or conversely, relationships initially very contractual have become over student- mentors meetings a relationship where both of them are giving out of themselves.

This brings the issue of what should be the posture of the mentor. Results have shown that when fatigue or a feeling of not moving forward was emerging in the mentoring process, mentors decided to act in place of the student in order to resolve the student's problem. For instance, analysis of results showed that some mentors phoned a friend to get an internship for the student or wrote the students CV and Cover Letter themselves.

*"At first, I recommended several times to the student to make a list of the companies in which he wished to make his training course. I also advised him to personalise his application and to send one to each company. Time passed, and he had still made nothing. I thus took three of the most important companies and I corrected alone his CV and Cover Letter and I sent it."*

Beyond the description of the mentors postures and strategies lays the question of how the mentors themselves are supported in order to enhance their mentoring competences and in order to support them in the fulfilment of their job guidance according to the Univers' Emploi philosophy. Moreover, in most cases mentors worked for the first time with students with disabilities and, as the results have shown, this brought up some questions on the extent to which they had to support the students and on the extent to which they had to address the disability issue.

The disclosure of disability issue was not addressed in the same way according to mentors and this can be explained mainly by the directions given to them before mentoring guidance by the stakeholders. Some project promoters, in one of the countries, explained that the disability issue, in order to treat equally the students with disabilities, should not be addressed at all during the mentoring process. Mentors generally felt uncomfortable with this and generally raised the issue with the students if they didn't know it before. However, they reported that they felt a lacking of support for addressing this question, except in the situations where they could rely on the support of University Counsellors for this matter (see chapter IV). In some other configuration, the disclosure issue, not specifically addressed by mentors but by University Counsellors, was a central issue on which the students could be empowered during guidance (see box above).

Results have also shown that mentors felt more or less comfortable with their guidance role.

Mentors, who had a managerial profile or who had a coaching experience felt they were totally prepared with the Univers' Emploi project expectations and reported to have the necessary competences for performing the guidance process with students. They generally had a guidance posture based on project management, organising the objectives and actions to be done in order to give proper guidance to the students. The mentors who felt confident with the professional guidance role were also those who considered mentoring in an effective way and who based their mentoring practices on their ethos. Mentors with other profiles tend to report they would have needed more support to make sure they were useful and were doing what was expected from them. They reported to have wished, especially at the beginning of the process, more information and training in counselling and coaching.

Sometimes the uncomfortable feeling with their mentors' role came from the fact that they did not have the same professional profile as the students. This difference made it very difficult for them to evaluate the efficiency of their guidance. Results showed that it was far easier for a mentor who has the same professional profile as the student.

However, the project was not provided without support. In order to structure the mentoring process, the Univers' Emploi project implemented some tools that supported the guidance process. Mentors were provided with a road map to allow them to co-manage with the students the evolution of the guidance goals and objectives. Moreover, the Univers' Emploi project provide mentors with some opportunity to share their guidance experience in some mentors' working groups.



### 3. Effects of the guidance methodology

The guidance methodology aimed at enabling Universities to put transition to employment at the centre of their pedagogical system, allowing the students to facilitate their transition by mobilising them fully around their professional project and allowing the companies to welcome the qualified students with disabilities. To do so, the experimentation had allowed mobilising the Universities and Companies stakeholders (from the private, public and associative sector) around the student's journey at University. The guidance methodology stemming from the project then search to:

- More widely include the employment issue in the Universities Disability Support Services strategies for students with disabilities;
- Elaborate a guidance methodology facilitating a successful job transition
- Ensure a better transition from academic teaching towards employment.

In this part of Chapter III, the objective is to focus on the effects of the guidance methodology according to the initial objectives of the project and to show to what extent the project has allowed the job transition from the students, the University counsellors and the mentors and maybe their companies' perspective.

#### 3.1 For the students:

Has the project allowed the students to have better competences from an academic, professional and personal point of view? Data collected highlighted the fact that most of the students had a positive perception of their participation to the experimentation. More specifically, their participation to this project was perceived as beneficial at an academic level<sup>12</sup>, a personal and a professional level.

From an academic point of view, students were encouraged to create more nuanced understanding of their life situation and define their learning goals. The subsequent meetings with the mentors has encouraged their prerequisite for students experienced that they have acquired a deeper and more meaningful conceptualisation of the complexity of their life situation in relation to employability, and have benefited from considering their disability in learning perspective.

From the point of view of the students, Univers Emploi' plus value comparing to other kind of mentoring, is that it is resolutely custom on the basis of students' needs and capabilities in a clear way, uninhibited and realistic.

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<sup>12</sup> Even if it wasn't the goal aimed by the project, our results showed that thanks to the guidance methodology composed both by the academic guidance and by the employment mentoring, students felt more confident in their studies.

Students felt the project helped them to appropriate and make more sense of their studies. They described that they now perceive the University, thanks to this project, as representing a real bridge towards the professional life. They acknowledged the fact that before their participation to the project, they sometimes had no clear professional expectations. Of course, reasons could be very diverse, and can sometimes be related to the fact that they didn't feel ready to "jump" into the professional life, lacking self-confidence or simply not having enough markers and knowledge about professional life.

*"Participation in this project has been a positive experience for me. I have found that it has demystified the transition process and I have a proper plan in place. I now know what I need to do and how to pursue the search for employment. Participation in the project means that I am no longer fearful about leaving higher level education and moving on to the work environment."* (A student)

As a result of this re-appropriation of their studies, Students reported to be more able to choose and adapt their academic journey to their development. This was clearly translated by a better vision of their capacity to create realistic expectations, and put in place appropriate actions. Some students had emphasised the view that the project efforts should attempt to relate to the student's study-related life at university, and match the expectation for student involvement in employability activities in better correlation with the academic demands that the student must fulfill.

At a personal level, Students reported a better self-confidence. During the guidance process, students were mentored through a process based on the attainment of realistic objectives from one interview to the other with their mentors. This process had the advantage to put the students into action for having a proactive role in their professional project and as such nourished a feeling of slowly realizing their capacity of being able to move on with their life according to objectives they co-constructed with their mentors. This feeling of self-confidence was experienced through, for instance, their perception of confidence and ability to obtain work placement. Students', but also mentors' comments on the process, indicated that this opportunity to become involved in a professional experience has really helped them to improve their confidence and ability to obtain work placement and employment once their studies are completed. As a result of their participation to the project, students indicated that they have become more confident in their ability to successfully pursue a career of their choice.

Students also gained confidence through the identification of "unknown" resources of their own. Many students reported that during the mentoring process, they became aware of strengths they had never identified before. This could be for instance a mother tongue they spoke, that can be a real added value in the professional world, or strengths and strategies they developed to overcome their disability, which could demonstrate an employer the willingness of the student... A mentor explains well this last point:

*« I would like to help (the student) to have a long-term view, to be able to not become withdrawn, to be able to think because her disability, it should be (presented as) a strength, because she managed to get where she is, she left her dad and mum, she settled down alone in town, I would like her to understand, she has a strength so she has to use it! (A mentor)*

At a professional level, students reported that they definitely gained a lot of competences. They really felt the experimentation filled a lack in the University organisation, first not perceived as a place that could prepare them for employment. But beyond answering to these strong expectations, the students reported the Univers' Emploi project helped them to clarify their professional project, to de-dramatise their view of the professional world, to improve or learn the job search techniques and to know more about the disclosure of their disability.

#### *Clarify their development:*

Students who participated to the experimentation explained that they clearly got a better sight of their professional development. During the experimentation, students were, during their meeting with mentors, invited to talk about their professional development so that mentors can support them in moving on with this objective. As a result, students reported a better capacity to elaborate and to present their professional development.

*“Indeed, this project was an additional commitment, but it allows me to reflect about my future, to have a professional experience and to get more security” (A student).*

Beyond the fact that students had a better idea of their professional project and of how to make it happen, this contributed to lower the feeling of confusion some students were experiencing and helped them to feel more secure and confident about their professional project. Students also reported that they felt capable to look for or to obtain an employment, which corresponds to their aspiration of the student.

#### *Improvement of their job search technical experience:*

Beyond the fact that the students realise they now are more conscious of the professional world's expectations and reality, they reported that they also learned, in the context of the experimentation, on how to write a CV, prepare a cover letter or get ready for a job interview. For these reasons, students reported that they are now more prepared to make a successful transition to employment. They say that they have learned many skills due to participation in Univers' Emploi that will prove useful to them throughout their career.

*“I have acquired a number of new skills through participation in the project. I have developed my CV, practiced interview techniques and am able to correctly complete letters of application. I was unaware of how to do any of this prior to participation in the project.” (A student)*

*“Through participation in the Transition to Employment project, I have learned a number of new skills. My Employment Mentor worked with me to develop my confidence and self-presentation skills. This has been great and I now feel more positive about my future” (A student)*

#### *De-dramatisation of the professional world:*

Students, but also mentors, reported that one of the problems encountered by students was the fact that they had no concrete knowledge of the professional world. This absence of concrete knowledge contributed to the fact that some students could build some fantastical view of the professional world, with the idea of the existence of the “perfect” employee. This view contributed to a dramatisation of the professional world for these students, not feeling able to be part of it. During the experimentation, the students were, through the mentor, in contact with the professional world either by sharing with them, by visiting their companies, by having “blank” or real job interviews, by working during an internship, etc... The experimentation then allowed the students to be in contact with the professional world, which, through a confrontation with reality, helped them to “deconstruct” this image of inaccessible perfection.

*“He got all worked up about the professional world so by having an interview with a professional, he realized that it was not so terrible... he had such an idea about the professional world... (This experience allowed him to de-dramatize the companies’ world)” (A mentor)*

#### *Feel more confident about the disclosure of their disability:*

In the mentoring process, the disclosure of the disability has been sometimes a key issue. Students reported to be more confident about this, as they understood that there was no “normative” way of disclosing. They felt stronger about this because they realized that they were the actors of disclosing and that they didn’t have to disclose if they thought they didn’t have to do it. Moreover, if needed and wanted, they reported their increased capacity to speak about disability in a situation of recruitment (CV, cover letter, interview). They also reported their increased capacity to know and to speak about the compensation of the handicap in situation of internship or employment.

### 3.2. For the mentors

Mentors who participated to the project had more or less experience of this kind of guidance. This experience has raised for them a lot of reflection on the best way to guide a student with disability in the professional world. Mentors have reported that this experience also allowed some positive effects for the mentors as some of them underscored the evolution of their view on disability, the fact that they gained new competences and finally the positive image it gives of the company...

### *Evolution of mentors' views on disabilities:*

Mentors reported that participating to this project has allowed them to get a new understanding on disability, explaining that before this experience they thought more of disability in terms of limitations and felt “sorry” for people with disabilities. Their participation to this experimentation radically changed their view on disability and really contributed for some of them to widen their views and understand better the challenges faced by people with disabilities.

*“Before, I was in the charity, now, I know people with disabilities are like us and have the same rights “(A mentor)*

In a way, the participation to this experimentation educated them. Mentors and employers learned about the students with disabilities capabilities. Their education on disability directly stems from their involvement with the students and from the fact that they gained from the knowledge and experience that a student with disability brings to an organisation.

### *Acquisition of new skills in guidance:*

The benefits of their participation to the project are not limited to the evolution of mentors' views on disability. Beyond these changes in the “mentality” of the mentors, the latter experienced a real improvement of their competence for guidance, and for managing persons with disabilities, including a better knowledge of the legal frame for disabled workers.

For some mentors, the experimentation allowed a concretization of some knowledge they had concerning guidance, through the recognition of their own professional skills.

*“The Univer' Emploi project would have been the opportunity to deepen the type of guidance proposed and think about other types of guidance done under other circumstances. The project would have also made available the possibility of discovering new tools “(a mentor)*

### *Positive image benefits:*

Mentors also reported to have the feeling they contributed to enhance the citizenship dimension of the company as well as some internal dynamics around what they qualified as a rewarding project.



Employers who engaged in the project, allowing some of their employees to be mentors (giving them the necessary time) also experienced benefits. Mentoring influences the organisational culture, sending a message that the company cares about people, values employees, and accepts diversity.

### 3.3 For the University Counsellors

University counsellors, as mentioned earlier, were also key stakeholders of the employment guidance process. Through their work in the student's needs assessment part, and according to their participation to the professional mentoring, they contributed to the integration of the job issue in the students' University journey. The effects for University Counsellors are a real benefit for their current practice and also a more developed network that will allow Universities to have more contacts with companies in order to facilitate the professional integration of the students with disabilities.

#### *A better account taken of job transition:*

University counsellors reported that the guidance methodology provides a beneficial framework from which supports may be put in place during the transition to employment process. University counsellors reported that the mentoring process was beneficial for all students making transition to employment. More precisely, in terms of professional practice, the experimentation allowed them to have:

- ✓ A more thorough knowledge of the academic and professional needs of the followed students. *The project's focus on building employability into the assessment of the student's needs is excellent. The Service in U.C.C. has benefited from adapting the Aarhus Employability model. The involvement of the Employment Coach from Employability Cork has made a major difference as she focuses on reviewing the Transition Plan and works individually with students building their confidence and personal and interpersonal development skills together with employability skills. These will all assist the student to make a successful transition to employment. The only difficulty that I would envisage is that student's may have to postpone the transition to employment process until after the completion of their final year of study as academic commitments must take priority.* (A university Counsellor)
- ✓ Knowledge and use of new tools: some disability counsellors had already used other monitoring tools, service guides; others were of the discussions in a more informal way, the various topics being discussed on a case-by-case basis. Now, the evaluation guide formalizes the needs of the student around nine dimensions.
- ✓ Strengthening of the work on support policies for students with disabilities at the university and reinforcing the partnership with the other services of the university (orientation and career services)

#### *Enhancement of their companies' network:*

University counsellors all agreed on the fact that the project was a real opportunity to create or reinforce their network with local companies. The project helped them to take a better account of the existing local resources and mobilise local companies in order to get some mentors to participate to the project.

All University Counsellors highlighted at least a strong rise of consciousness on the importance of creating bridges with the professional world... They acknowledged the important role of the Univers' Emploi project which they described as real incentive to start to make contacts or enhance the bridges already existing. Mainly they reported the project has been a good opportunity to go forward in the development of new joint ventures with companies.

### Conclusion: How the guidance methodology contributed to enhance transition to work

This chapter showed that it was not a one size guidance methodology but a personalised one. The results were clear: students and mentors are the heart of mentoring and they can be supported by university counsellors, companies and an external structure. The results also showed the importance and the multidimensional of the enabling effect of this guidance methodology.

These results invite you to think about the way the project could, in a sustainability perspective, favour a coherent cooperation for mentors. Some results have clearly shown the possible benefits created by the complementarities of work in the guidance process by both University Counsellors and mentors. It has been made clear that sometimes mentors didn't feel comfortable with the disability of the students, and where University Counsellors and mentors worked together; the latter really appreciated the support they were provided by the experienced University Counsellors.

One of the challenges that have been brought about by these results concerns a reflection on how to mentor the mentors.

Results have also shown to what extent the influence of the local implementation strategies (is it University based or is it externalised?) contributed to the type of synergies between institutions this shows the importance to consider the challenge of having an external structure with a synergy dynamic effect. Although a reflection is necessary on this point, it should be noted that the external support structures had in all the described configurations an enhancing effect related to the company's network development. These external structures, by initiating cooperation with companies for the benefit of students, were able to complete some missing competences of the Universities.

By focusing on the professional transition, the project has been the opportunity for students to project themselves in a near future taking account their characteristics needs and wishes.

Our results also show that even if the enabling effect can be declined for each actor, they invite to think the empowerment as a synergistic paradigm <sup>13</sup>in which actors were interrelated and where sharing of resources and collaboration were encouraged. The empowerment, allowed by this guidance methodology, involves cooperative links between the actors (see chapter IV).

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<sup>13</sup> KATZ R., (1984), Empowerment and Synergy : Expanding the community's healing resources. Prevention in Human Services. 3. P. 201-226.

## CHAPTER V: THE PROJECT SYNERGIES

This chapter focuses on the synergies created during the project. It allows a description of the type of practices and synergies existing between stakeholders.

Synergies are important to be considered in such a project as Unvers' Emploi as they are creating the facilitating conditions for implementation of the project and its future sustainability. This chapter highlights how Unvers' Emploi, was implemented in the different Universities and according to the importance of context, contributed to create such synergetic conditions.

### 1. Description of the project's synergy: Type of cooperation/synergy between actors

In the context of the Unvers' Emploi project, different types of cooperation are observed. They depend mainly on the configuration of implementation of the project in the University context, more specifically if it is only Disability Support driven or if an external support structure is also involved in the leadership of the project. The difference between the types of cooperation is also linked to the University stakeholders' mobilization strategies (political and administrative or companies mobilization strategies).

#### 1.1. Type of cooperation between stakeholders in the context of the implementation process

##### 1.1.1. Cohesive Forms of cooperation around students' guidance

The cohesive forms of cooperation concretely are translated into at least tripartite cooperation involving University Counsellors, Mentors and Students, but also and often the job placement services in the Universities, etc. This type of cooperation can be distinguished from the segmented form of cooperation, to be presented below, by the fact that University Counsellors generally work together with mentors to plan the students' guidance plan. In this category, the University Counsellors are perceived as very supportive for the mentors work and are said to be available to help the latter to work with a student with disability.

In the cohesive configuration, the way the Unvers' Emploi has been deployed to organize the guidance of the students is a system with several stakeholders, acting interdependently. In this context, a coherent "frame" with interconnection between actors is created. Mentors and University for instance, don't work separately or in an isolated way...they have many opportunities to meet, they attend the same meetings, exchange views:

*“Effective communication was used amongst all stakeholders. There were weekly meetings held between staff of the Disability Support Service and (the) Employability (service) on progress with students. Each student was seen by an Employment Coach on a bi-weekly basis for the mentoring process where the transition plan was monitored and reassessed. Meetings took place between the Disability Support Officer and Disability Advisors also.”*

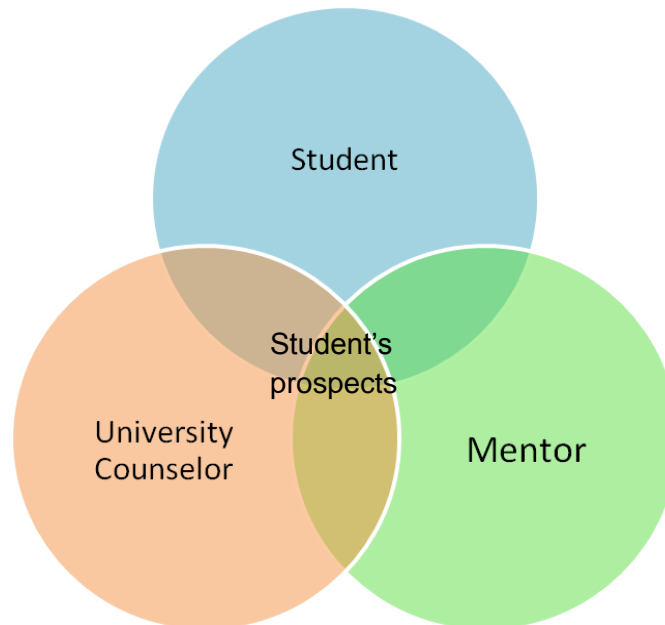
*“Effective communication was used amongst all stakeholders. Networks were developed internally in (name of University) and externally with organizations such as (names of external support structure). Regular meetings were held amongst all parties to ensure that students and staff had an opportunity to discuss queries and/or difficulties that may have arisen. Through the project (Name of University) and (Name of University) Disability Services have worked closely and now have developed common capital which they have set for their respective services.”*

### **Continuity of the student’s guidance**

The continuity of the student’s guidance in this approach was ensured because all stakeholders were moving together with the student in the transition project. Among these stakeholders, there is the student who is a proactive in his/her own career guidance. All these interdependent stakeholders are oriented and focused on the student’s guidance.



**Figure 5 A at least tripartite cohesive form of cooperation**



*The cohesive forms of cooperation among stakeholders: the supportive affect on other stakeholders, and more specifically, the professional mentors*

The Cohesive forms of cooperation are generally found in some Disability Services based strategy for implementing Univer's Emploi. The University Counsellors initiated the project and choosed their partners for this project, like some job placement offices or some intermediary structure to find company mentors. In this configuration, the University Counsellors have a proactive role in the implementation of Universe' Employ. Indeed, University Counsellor points out the cooperation and supportive role he had towards other stakeholders like mentors, job placement services or students. He explains that his involvement from the beginning of the project is a guarantee of a better understanding of the students' and of the mentors' challenges experienced during the whole mentoring process.

*"To contact some workplaces in this project and to participate also in some matches with students and mentors, allow us to enhance our approach and to understand the needs of all actors involved. We have cooperated with each one from the beginning of the project in order to gradually allow them to be autonomous, even if we were always available to cooperate when there was need."(A University Counsellor)*

The stakeholders, mentors, University Counsellors have cooperated from the beginning of the project and all know that they can rely on each other in the context of the project. This cohesion was fully perceived by students:

*"I want to valorise the role of all those people who have a coordinated role in the planning organisation; all those people that, through the Support*

*Centre, were allowed to understand how these activities would be. This has also diminished the architectural barriers to access to the structure. Another important and vital role was played by the Counsellor who coordinated the work on behalf of the coordinator of the project in (name of the country). In addition, I want to say the Job Placement Office has played an important role in this project.” (A student)*

*“Involved persons, both Support Centre and the firm, have had collaboration between them to realise the activities of the project and their own roles.” (A Student)*

In the cohesion configuration, the role of the University Counsellor is transversal he is present during the whole process from the needs assessment phase until the end of professional guidance. Together with the mentor, he is then able to give additional support to the student on how to face the reality of the work place.

*“Several times, students have faced difficulties to plan activities or to be involved within the enterprise, so we tried to balance their anxiety and to show them plural possibilities to face each particular situation.” (A University Counsellor)*

This is definitely a benefit for the professional mentors to know they can rely on University Counsellors who are used to and experimented with disability issues and the students' with disabilities needs. The mentor can focus on professional guidance and, if necessary, get some support when addressing the disability issue. In this configuration, the University Counsellor could give support to the mentor by giving further information on the students or also by following both student and mentor in the planning phases:

*“One mentor has come to our university several times in order to understand how to support the student, before receiving him at workplace. In addition, I help them on planning because sometimes the mentor doesn't know how to work with the student in the best way. But at the end, they got it.” (A University Counsellor).*

#### **BOX 11: focus on the benefits of the University Counsellor supporting role for Mentors**

One of our graduates with Asperger's Syndrome (AS) had a summer internship (6 weeks). At first the mentor found it difficult to work with the graduate, to plan and agree activities for the duration. The mentor told the graduate he could choose to do a project on any aspect of the job he wanted, and did not understand that this individual would need clear, unambiguous direction in order to work effectively. After two days the mentor was frustrated and stated that the internship would not work out at all. However, a University Counsellor spoke with the mentor and discussed the difficulties he was facing. The Counselor advised him of strategies to employ when working with the

graduate and directed the mentor to the advice offered by the Disability Service for working with students with Asperger's Syndrome. The mentor then changed his strategy. For example, instead of telling the graduate to come up with a project, he devised three clear options for a project and told the student to choose one. He ensured that all tasks were clear and well structured. By following the advice of the University Counsellor, the mentor and mentee went on to have a positive internship experience.

The graduate successfully completed this internship and has gone on to study at postgraduate level to become a Librarian – the graduate will be writing an article on his experience and (the University) will publish this on (its) AS website to encourage other students/graduates with AS.

In this cohesive configuration, the synergy existing between the University Counsellors and the mentors is a real advantage for the students who then benefit from both experiences and the cooperative work between these two kinds of professionals in order to move on with their own project. It is easy to imagine that when a mentor, not experienced at all with disability, is stuck in a difficult situation with a student and he/she may choose to simply give up if support is not available to him/her.

***BOX 12: A case study to show the articulation of the work of University Counsellors and mentors***

Student: less than 30 years old, male, 3<sup>rd</sup>. year on Sport Science, deaf

Mentor: Sport association- Project: (name of sports) lessons at the association

1<sup>st</sup> Step: First meeting between counsellor and student - Aim: to identify the professional aims of the student

2<sup>nd</sup> step: Match, Identify and contact an enterprise, school, or association that seek professionals on the sport fields

The Counsellor, with the collaboration of the (Name of external support structure) and Career Centre of the University of (Name of University) ", has identified an Association that wanted to develop sport activities to children. This association was open to receive a tertiary student with disability and specially wanted to develop the (name of the sports) activities. So the match was made by the collaboration between the services of the University and (name of the external support structure).

3<sup>rd</sup> step: Writing CV and cover letter: The Counsellor helped the student to elaborate his own CV and cover letter in order to present and valorise his competences according to the profile of the association as well.

4° step: Meetings between mentor and student. An appointment was made at university and the mentor was available to come in order to discuss with student and Counsellor how to work together.

5° step: Activities plan: Student was asked to present a project of the activities to be put in practice in order to be evaluated and to see how to provide the necessary things to develop the activities. Then, several meetings were organized to find a common point and aim, which gives the objective of students and mentor.

6° step: Implementation of the activities planned by mentor and student and the role of the Counsellor.

Beyond the “technical” aspect of the cooperation between University Counsellors and mentors, the University Counsellor had to (re) clarify the roles of each because:

- 1) Sometimes the student thought that the mentor should do something, which was not his obligation (as to buy books, expensive materials)
- 2) Sometimes the mentor wanted to replace (do instead of) the student at workplace thinking that this could be helpful for the student.

*"Certainly, I have always been involved in every decision making and also accompanied by the experienced staff of the Support Centre of the University, who have explained the needs of the students with disabilities [...] representing a valid support as mediator between the two institutions and between the student with disability and me. I have been supported also by telephone contacts and e-mail by Counsellors for further requests for clarification and deepening" (A Mentor).*

These case studies show the importance of the proactive role of University Counsellors in creating a positive synergy between the mentor and the student but also with other institutional partners. In fact, the leadership of the University Counsellors helps the mentoring process to be in the right direction and facilitate the mobilization of other stakeholders around the students' project. The University Counsellor has also an important clarifying role by redefining whenever necessary, the objective of guidance and the role of each one, avoiding misunderstandings and then encouraging transparent, clear and balanced relationship between students and mentors.

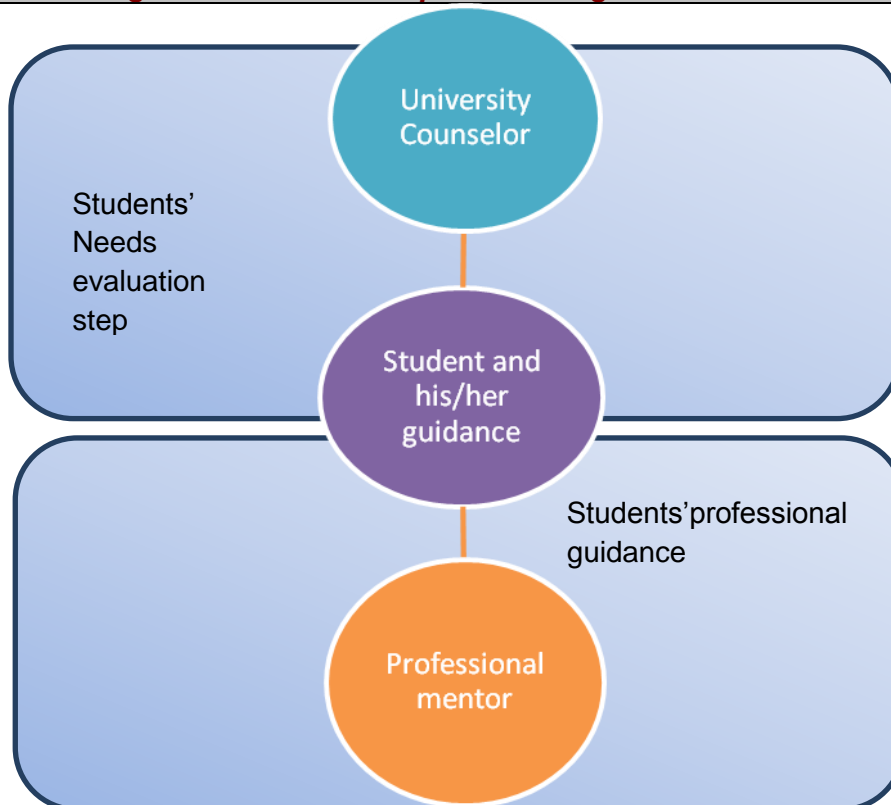
### 1.1.2. Segmented forms of cooperation around students' guidance

The segmented forms of cooperation are mostly bipartite, constituted with pairs who don't really have opportunities to meet: University Counsellors first work with the students, and then the mentor works with the students, and sometimes the job placement can work also with the students... this form of cooperation is different from the first one presented above because the way the Univers' Emploi project was implemented is based on the independent action of the stakeholders favouring a bipartite structure. In fact, only one type of stakeholder crosses the different pairs, the student. The implementation is not only Disability Support Service based, as the leadership of the project can also be done by an external support structure. In the implementation plan then, the disability support service deals with the academic and students issues while the external support structure deals with the company mentors issue.

#### *Continuity of the student's guidance*

The continuity of the student's guidance in this segmented configuration is ensured because the student and his/her guidance is the central figure of each interaction. The difference with the cohesive form is that stakeholders are not all participating to the same steps of the guidance process and don't find themselves at the same meetings or places and therefore are not able to share.

**Figure 6: A segmented form of cooperation for guidance**





If in this configuration, the segmented form of cooperation allows the continuity of the students' journey in the context of the experimentation; things are a little different concerning the mentors (effects of the segmented forms of cooperation).

*The segmented form of cooperation: some challenges to be considered for the professional mentors*

For instance:

Company mentors generally don't report any meeting or sharing with University Counsellors. They meet in one University, where there are pre-existing links with University through a University Foundation and where they generally knew the University prior to the Univers' Emploi project.

Several mentors explain that in this configuration they encountered difficulties linked to a feeling of isolation at the beginning of the project and sometimes during the mentoring process.

In this segmented form of cooperation, the question of the support to mentors is quite accurate. If in the first configuration it appeared clearly that the mentors could easily get the support they needed from University Counsellors, here mentors can report that they sometimes felt left alone in front of the students. One mentor for instance, underscores that the project has been clearly explained to her at the beginning but afterwards she felt a little bit deserted:

*« ...It is like when you are pushed into a swimming pool with the promise that there will be a life belt but in fact, there is not... (I've got the feeling) to have been let loose in this nature... (...) » (A mentor)*

Other mentors underscored that, at the beginning of the project, they would have needed to be able to stand back from the mentoring process they were implementing with the students. They needed to get an outside look in order to make sure that what they were doing was in adequacy to the experimentation framework and that they were going in the right direction.

*« I would really like to have a critical feedback to what I have done, and not have the feeling that my action hasn't turned into nothing » (A mentor)*

This need for a clear reference point can be understood in the light of the innovative and experimental dimension of the project for the mentors. As this activity was new to some of them, they asked themselves a lot of questions about their practice, if they were appropriate, if they were the most efficient way to mentor, if they were helpful for the student...

Moreover, on this point, the working groups that were organised in the context of the experimentation have played a very important role by allowing the mentors to share their common experience and to stand back from guidance. When possible, some

mentors even organised themselves to meet together in their organisation in order to discuss the process of mentoring and support each other in this process. Generally, the times that allowed them to meet other mentors or to exchange views with them were highly estimated by the mentors.

In this approach, there are mentors who explained they would have preferred to know about the type of disability of the student they were going to work with. They considered this was missing information that left them ill at ease before meeting the student and created anxiety.

One of the systems planned by in the Univers' Emploi project, which seems to have created a real synergy between the actors is the working group dedicated for company mentors. During these working groups, in each University, all students' mentors were invited to participate and exchange views on the students' guidance.

### 1.1.3. The role of Working Groups

In the context of Univers' Emploi, working groups were organized by partners. In each of the Universities involved, some working groups with professional mentors were organised as well as some working groups with Students and University Counsellors. In one country though, the working groups were organised in a different way. All mentors from the involved Universities were brought together, as well as the participating students.

These working groups were really valued by mentors where the attendance to these meetings is generally about 100%. Mentors are attending and are also inviting other stakeholders of their companies if they are in some ways related to the guidance project. For example, one colleague who helped to find an internship worked with the human resources director who helped to simulate a job interview for this student. Mentors really value these moments perceived as a moment where they can share about the way they are doing the guidance.

## 1.2. Institutionnal synergies: cooperation between companies and Universities

Cooperation between Universities and Companies, is a necessary condition to the implementation of the mentoring process in the context of the Univers' Emploi project, has been organised differently according to the Universities. Contacts were sometimes directly made by the DSS, which, for the purpose of the project, tried to reach some organisation, either public or private, in order to find professional mentors and be able to match them with the involved students.

*"This experience has allowed us to build a concrete relationship with the territory. Our University has always moved in this direction, especially the Job Placement office and Support Centre. Currently we have an updated list of companies interested in promoting career opportunities for tertiary students with disabilities. This outcome shows that our university could*

*build a real partnership with the territory and labour market. Absolutely, we need to maintain it.” (A University Counsellor)*

The project represented then, an opportunity to create new contacts and, for the Universities, to sign conventions with new partners.

### ***The different strategies to mobilise companies***

The pre-existence of partnerships between Universities and Mentors before Univer’s Emloi implementation is far from being a reality for all Universities. In some countries, University Counsellors explained that this link between University and professional world was sometimes not made at all and recognised it was missing. In other universities some partnerships were already structured through the University Foundation.

However, whatever the level of pre-existing cooperation between University and the professional world, the University Counsellors acknowledged that the Univer’s Emloi project represented a real opportunity to enhance the University Company network.

To allow this step of contacting companies in order to find the mentors, the University had different strategies: the political mobilisation or the companies’ mobilisation.

A university driven strategy political and administrative mobilisation strategy

In this configuration, the mobilisation of stakeholders is University-driven and takes place in a much broader context than the only Univer’s Emloi project. Direct connections with local stakeholders, either companies or the Universities made political contacts, and this entailed a lot of communication to be organised by the University Counsellors involved in the project.

A mentor explains the way he was contacted by the support structure:

*“We were contacted by (name of the support organisation), who explained to us the aims of the project. We then had a meeting with them including a Counsellor from the University, where we explained to them some characteristics of our workplace and activities. I think that they are interested in our practices and asked us to organize a match with a student who has a profile that responds to the needs of our association. It was very nice to know that the University is engaged to search for job opportunities according to the profile of the students and that we would be useful in this process.” (A mentor)*

In this configuration, the choice was made to ask for political support for facilitating the contacts between University and Companies. For instance, in one country, the University representatives contacted some political institutions where the representatives made themselves available to collaborate in the project, to sensitise the job placement offices, facilitating the contact and cooperation with potential companies interested, which should meet the legal requirements. They recommended some companies to the University Counsellors in order to match the students. They

also introduced the University Counsellor to the person in charge of another existing project aiming at matching the companies with the students. By this cooperation, it was then possible to get a list of interested companies for mentoring. By this mobilisation strategy, the University participated in a synergy or cooperation system that went beyond the cooperation with University internal stakeholders, like the University career service, which also had a proactive role in finding internships for students.

In this configuration, the University Counsellors also directly contacted some organisations and companies, in the occasion of a specific forum event, dedicated to employment and students with disabilities. The companies that were then met arranged further meeting with the University Counsellors and their Human Resources Department. Another canal was then used in order to create an enhanced network of companies and facilitate the match between mentors and students. The University Counsellors worked with a support structure” that was able to identify possible mentors. Moreover, the University could match the Univers’ Emploi project as a result of its political mobilisation with another big project, promoted at local political level and could then share a list of 3500 companies, which had to conform to the legal obligation of employment of disabled workers.

In this approach, the University Counsellors explained it was however complex to engage mentors in this project. First of all they have needed to sensitise the director/manager of the institution (association, school and firm). They were very careful not to expose the commitments of the firm in order to avoid misunderstandings, because a lot of them were afraid to be obliged to contract the students after the experience. In agreement with the director / manager responsible for the institution to participate in the project, they discussed the profile of the students, as to who could be the mentor of the student, and how to work together.

### ***A delegated companies’ partnership mobilisation strategy***

In this configuration some part of the mobilisation of the stakeholders and later of guidance is delegated to what can be called an external support structure. The structure’s main role is to contribute to establish contacts with companies in order to recruit company mentors. In one French University for instance, contacts could also be provided by INSHEA (in France). The main idea in this approach is that contacts are made or already existing contacts are used in order to answer the Univers’ Emploi experimentation objectives. For instance, the mentors have been recruited by a mentor-coordinator who had contacted a number of voluntary networking forums and has put information about the project in his/her website. Moreover, the Counsellors have used their own network to find the most suitable mentors. The other idea is that the partnership and the content is neither coordinated nor monitored by Disability Support Services. In this configuration, the mobilization is taking place between three main actors with a determined role, the University, for the identification of students, the Companies, for proposing some mentors, the external support structure for identifying the Companies and mentors for matching the students.

### ***In both configurations, Universities-companies Networks were developed***

Overall, the Universities and more specifically the Disability Support Services got a positive assessment of their participation in the Unvers' Emloi project: as a result, some new formal links (joint-venture) between Universities and Companies have been created in the context of UE project. New collaborations (conventions) are implemented between University and the professional world: for instance, new contacts with new companies, contacts and cooperation organisation with some job structures.

The participation in this project of the Disability Support Service resulted in the development of professional networks with employers that will assist them with the provision of work placement/employment opportunities for students with disabilities in the future.

Moreover, the Unvers' Emloi project has allowed reinforcing the University/companies links that are in their infancy:

*"In general, concerning what existed before, we were in the process of structuring (our partnerships with companies) in order to improve in this area. But we had a priority concerning the associative partners... with which we have formalised partnerships in the form of conventions. But we do our part to participate in actions to make us better known by the companies of the region. We are working in a manner to make us known (by them).*

*There is this network and afterwards there have been direct (links) to Company businesses: we have published information on what we are doing to Human Resources departments of these companies; we have direct contacts with the companies' disability services and also other associations, who helped us to link with companies. We are on the lookout for contacts. We are trying to build these contacts. We have around fifty contacts, all are not necessarily activated... the contacts are here waiting to be mobilised; it is a new mission, which would necessitate a person who would be dedicated to that. All this is a new mission, compared to what we are usually supposed to do every day: development and support of the studies, etc... all this work monopolizes a lot and finally professional inclusion begins to develop... but this is mainly because of lack of time." (A University Counselor).*

Students found that the partnership developed between the university and the employer was hugely beneficial to them. A placement was organised for them in a field of their choice and as it was a co-operative relationship, support and advice was always available.

University Counsellors determined that the networks developed between the University and Employers were very beneficial. They suggest that through the development of



such networks, employment opportunities may be created for graduates with disabilities whilst also providing valuable opportunities for the labour market.

Employment Mentors state that the partnerships that have developed as a result of the Transition to Employment project are mutually beneficial. Employers have provided students with employment skills and experience but have also gained the knowledge and experience that a student with a disability brings to an organisation. Such networks lay foundations for communication between universities and employers in to the future.

If the two configurations concerning institutional cooperation are producing different effects, they should be observed on the long term. While the first configuration seems to have created some durable partnership on a broader basis and with political support, the second seems to be more short term oriented for the moment. But as explained by University Counsellors, the Univers Emploi project can mark a new start for them and try to formalise in the long-term, some more partnerships for Universities.

### 1.3. Synergies within the companies

Within the company, synergies can be created with the mentor initiative that for instance, is going to mobilise his/her colleagues, the management, and the human resources service in order to complete the student's guidance. This type of synergy around the student project is in line with some specific mentoring strategy: the mentor wishes that the student meets as much as possible with the professional world and is using his/her company to contribute to place the student into a real workinglife condition in order to embed and play down the importance of the image of the professional world. This solicitation of colleagues in the company is also possible when the mentor needs to get other competences or skills than his/her own in order to answer the specific needs of the student.

However, what can be more frequently noticed is that mentors can report to feel isolated within their own company. They feel some work can be done to valorise more the role of mentor for students' with disabilities and the role of the project. Sometimes their participation to the project is « used » more for an overt stand than a real intention to be helpful for the students with disabilities.

For instance, one of the mentors, who had a disability himself, explained that his initial commitment was due to the fact that he wanted to offer the support he wished had been offered to him as a student. But as the project is moving forward, and because there are some aspects of the project he doesn't understand, he was wondering more and more why his company had committed (on the basis of his previous experience, he is worried about the real usefulness of this project for students). Being himself eager to contribute to the amelioration of employment access for students with disabilities, he seems to detect that his company has not exactly the same motivations as he has.

Are mentors sometimes too isolated in their companies? Results suggest to focus on the effects of involvement for the mentors within their company and on the way a project like Univers' Emploi could bring the companies to favour, valorize and support

the mentor, it is to say create a synergy within the work context. As a result, this would prevent the perception of isolation perceived by some mentors.

How at the heart of the company, the support given to the mentor could go beyond one of the most common adaptations made by management, which is time arrangement to allow the mentor to participate in the project. The positive impact of the mutual support experienced by mentors from the same companies invites us to consider the importance of organising an internal active support for mentors.

A mentor underscores the necessity to plan some communication tools in order to facilitate the information diffusion on the project:

*"This is really a question of personal goodwill, it is because I had decided that I was going to make this project but it is really not because the project was attractive: we had no information. (...) there would have been a small leaflet presenting the origin of the project, the actors in (country) and other countries and what was expected from the participating companies, it would have been perfect and would have allowed us to be able to explain (the project)". (A mentor)*

The Charta, signed at the beginning of the project both by University and Companies in some participating countries, was actually seen by some mentors as a possible way to valorise their participation.

## 2. Rationale underpinning the project

The above results show that the synergies can be analyzed first considering how the stakeholders interconnected in order to implement the guidance process for the students and then considering the institutional synergies created as a result of the project.

These configuration needs to be considered in the light of the implementation strategies that has been taken. Indeed, the cohesive strategy, as well as the political and administrative configuration seems to be the result of a University-based strategy while the segmented and the companies' partnership development strategy seems to be the result of a project's objective oriented implementation strategy.

In the situation where the project is University Based (or more specifically Disability Service Based), the leadership of the project is clearly taken by the University Counsellors who are in charge of all aspects of Students' guidance. Even if they are not the only stakeholders to take charge of this guidance, the result is that they work closely with all stakeholders involved in the project. They, as for the other implementation strategy also use some external support structure to support the students' guidance, especially on the professional issue but they stay part of the process, with a tight involvement from the beginning until the end of the guidance and,

as the initiators of all partnerships, they are also monitoring the work done within the project.

In the situation where the project is Project's objectives based, more than one stakeholder ensures the leadership of the project and each of them has a different responsibility concerning the project. The stakeholders are in this configuration the University (the DSS) and the external support structure.

In this configuration, the mobilisation of stakeholders is not only university-driven: some part of the mobilisation of the stakeholders and later on guidance is delegated to what can be called an external support structure. These structures' main role is about contributing to establish the contacts with companies in order to recruit company mentors. The external structure is also doing the matching between the students and the company mentors. In some universities having already a company network, the external support structure was only partially operating.

### 3. Effects of the synergy

The synergy created by the project between Universities and Companies has produced that in some Universities:

- A new organisation (sustainable?) or structure has been set up in order to facilitate the students' with disabilities placement. Students with disabilities have now their own dedicated structure that will help them to focus on job issues, especially on the orientation and placement in companies. This type of result of the experimentation is based on a technical view of guidance where the implementation of the methodology has been oriented on all aspects concerning the job placement.
- A proposal has been made in one country in order to organise the sustainability of the students' guidance (see box below).
- A strong rise of consciousness (but maybe still not too concrete) on the importance of creating bridges with the professional world... and in a way, UE has been a real incentive for University Counsellors to start to make contacts and to show them, to a certain extent, how to do it. However in this configuration, a clear obstacle has been identified for the development of the partnership with companies: the lack of time. In this configuration the work of University Counsellors is based on a personal knowledge of the students which is acknowledged as taking time, and little time is left to move forward on the enhancement of the professional and company's network for students. One of the solutions that are put forward in this configuration is to hire more employees in the Disability Support Services to work on this development.
- An efficient enhancement of the bridges already existing and a good opportunity to go forward in the development of new joint venture with companies (Strasbourg). This is

experienced in the situation where the DSS had pre-existing partnerships. The Univers' Emploi project has been a very good opportunity to mobilise the existing network and by so doing, reinforce it. In the context of the project some new contacts have also been created.

- A rise of consciousness for the companies, having a better understanding of what are the challenges of people of disabilities and a clearer view of the benefits that a student with disability can bring to the company. With the participation to such a project, we can expect an improved awareness of disability and impact on the companies. The results don't really allow such a conclusion. However, what can be said is that in France for instance, only four mentors noted that the participation to the project (and then the cooperation with University and between mentors and a student with disability) had a positive effect for their companies.

**Box 14: A Proposal from two Universities - Students with disabilities and entry to the labour market - transition to employment process for disabled students**

*The Disability Service philosophy at (name of Universities) has evolved over the last ten years and now firmly belongs within a 'social model' of disability with the premise that people with disabilities have a right to actively participate in, and contribute to College, as equals. The social model recognise that people with disabilities are prevented from achieving their full potential by the attitude of society, as well as by environmental obstacles such as restrictions in their access to public transport, entertainment and public places, and in education and employment.*

*For example, a key element of the (name of University) Service's Strategic Outreach, Transition, Retention and Progression Plan 2011-2014 is progression into employment and key objectives and actions have been identified for this phase in conjunction with the College's Careers Advisory Service.*

*The transition from education to employment is the most daunting for students with disabilities. Apart from the fact that it is a very competitive market (and will remain so for the foreseeable future), disabled students had an even greater persuasive job on their hands than their able bodied colleagues to ensure the employer sees them as the best candidate for the job. Accordingly, the institution will have to go beyond the existing level of careers support for such a student, and the role of the careers professional will not just be as an advisor but will involve an element of advocacy for the person as well as providing tailored, personal support for that first year after graduation as they settle into the workplace. Hence, both Services are proposing a more intensive set of supports to facilitate this crucial stage in the students journey.*

*The kernel of this proposal is the appointment of a full-time specialist careers adviser whose sole focus would be career planning, obtaining work experience placements and finally, full-time employment for students with disabilities. The appointment would be for a minimum period of three years. The length of the appointment is important because relationships with companies have to be built up and sustained and we have to show greater success outside*

*the current WAM internship employers, not just because the internship is for a fixed term but also because SME companies are an important source of jobs. This approach is based on the principle that an academic program combined with work experience, is relevant to, and desirable for, effective employment preparation. Periods of work based learning, particularly during College vacations allow students with disabilities to acquire experience in their areas of career interest, while academic semesters are devoted primarily to fundamental and theoretical studies. The practical experiences and academic studies compliment each other...*

- A much more concrete knowledge of the professional world for students, as well as a better knowledge of the professional expectations. To be in contact with the professional world contributed to the “dedramatization” of the vision of the professional world. By extrapolating a little, we can also think that by giving some opportunities to students, the project contributed to give a feeling of being better taken care of and a widening of the possibilities for students. All this, we can imagine, creates a more motivating study environment.

### Conclusion: How did the project contribute to the synergy between stakeholders?

This chapter has allowed a presentation of the type of synergies that were created in the context of the Univers’ Emploi project around the students with disability guidance. More specifically, it showed that this question is important to be considered because the specific synergies configurations can have an influence on some aspects of the students’ guidance. Here, the results have shown that the impact was not about the students’ journey within the transition process, on which the continuity was ensured, but more on the availability of the mentor’s support during the mentoring process.

These results invite us to think about the way the project could, in a sustainability perspective, favour a coherent cooperation for mentors. Some results have clearly shown the possible benefits created by complementarities of work in the guidance process by both University Counsellors and Mentors. It has been made clear that sometimes Mentors didn’t feel comfortable with the disability of the students, and where University Counsellors and Mentors worked together; the latter really appreciated the support they were provided by the experienced University Counsellors.

One of the challenges that are brought about by these results would also concern a reflection on how to encourage the sharing of experience and the collaboration of Universities and Companies in the context of this project.

Results have also shown to what extent the influence of the local implementation strategies (is it to be University based or to be external?) contributed to the type of synergies between institutions. This shows the importance to consider the challenge of having an external structure with a synergy effect. It should be noted that the external support structures had in all the described configurations an enhancing effect related to the company’s network development. These external structures, by initiating



cooperation with companies for the benefit of students, were able to complete some missing competences of the Universities.

By focusing on professional transition, the project has been the opportunity, for the Universities to take on this question (initiating element). It allowed universities to appropriate the questions of job transition by revealing the important needs of cooperation with companies on that matter.

The project allowed also the organisation of dedicated moments for sharing between the stakeholders and fir the organisation of the Working Group. These moments, although at a micro-level, created strong moments of sharing about the implementation of mentoring and allowed interesting, constructive and auto-formative information exchanges between stakeholders. Such an organisation really favoured exchanges of views on practices and allowed stakeholders to share during guidance, helping them to be reflective on what they were doing.

## CHAPTER VI: PERSPECTIVES ON SUSTAINABILITY

The main challenge presented by Univers' Emploi project was to take into account different contexts, suggested by French, Italian, Irish and Danish participants, in order to build a common model on academic and professional guidance of tertiary students with disabilities. Experimentation's outcomes allowed gathering fundamental elements on this field. Thereby, the aim of this chapter is to present good practices on support of tertiary students with disabilities towards their employment and to identify recommendations for sustainability of the Univers' Emploi model in the University practices.

Through existing experiences in France, Italy, Ireland and Denmark on academic and professional guidance of tertiary students with disabilities, it was possible to reflect and discuss in a transnational perspective, on the basis of the University of Aarhus' model, about how to build a common model in this field. To implement this model, however, each country has used different strategies, according to its own context.

Even through the diversity of practices on how the Univers' Emploi project was implemented, this research allowed the identification of elements and good practices that could be taken into account by Universities, Firms and Territory in order to implement an effective guidance of tertiary students with disabilities towards employment.

The Univers' Emploi model allows us to structure the guidance of the students with disabilities during their academic life, through an individual and a possible continuous assessment, which consider *Study and Career*; *Social Life and Personal* fields. Through this assessment, the University Counsellor can gather important elements and information about the students. On the basis of this information, University Counsellors can work to improve the services and promote initiatives within the university and throughout the territory. They can more efficiently support the students with the planning of their academic and professional career facilitate the transition of tertiary students with disabilities towards the world of work.

As a reminder, Student's Assessment, built by a transnational workgroup on the basis of the University of Aarhus' model, takes into account characteristics on Study & Career, Social Life and Personal fields. Within "Study & Career" field it can be considered in four categories: Theoretical, Cognitive, Work Process, and Motivation and energy. In the "Social Life" field, there are Social relations; and Language and cultural aspects. Finally, the "Personal Field" covers Self-relation, Life-strategies and Body-relations, psychological relation.

The recommendations and reflections which will be presented in this chapter are based on good practices identified through the content analysis of the students', counsellors' and mentors' discourses collected during the research on experimentation in transnational discussions and reflections about the guidance methodology. Some of the good practices identified concern either the implementation process of Univers' Emploi, or more specifically the content of guidance. By taking into account these good practices and associated recommendations, the objective is to promote the amelioration of the Univers' Emploi and consider what could facilitate its sustainability.

## 1. Main conclusions and recommendations

In this section, the conclusions and recommendations in order to promote the sustainability of the Univer's Emloi Methodology will be presented. The first part of the recommendations will focus on the implementation process of the guidance methodology, because we think that the implementation strategy is important to be considered to understand the development of the project. The second part of the recommendations will focus on the content of the guidance methodology and on the key issues that should not be avoided for contributing to the inclusion of the students with disabilities with a job transition strategy.

### 1.1. Support a sustainable change of practice in the Disability Support Services

Results have shown that Students' Needs Assessment (chapter II) can be performed in a more or less formal way, and that this reflects a specific understanding of the University Counsellors practices, for which the use of a formal tool is in contradiction with the building of a relationship of trust with the student. So, it's necessary to support a better understanding of the students' needs assessment: using a formal tool in a relationship of trust

Results have highlighted that respect and equality of the relationship between the University Counsellors and the students are a very important basis for building an efficient guidance process. Results insist on the importance of the quality of the relationship in order to 1) create a better environment for communication and 2) to enhance the capacity of the student to appropriate his/her own academic life and professional future. The relationship of trust between these actors is definitely a way to allow the identification of student's personal characteristics as well as some support to *identify potential, limits and needs of Tertiary Students with Disabilities and to support them effectively in specific situations*. In such a context, students may feel more comfortable to disclose and discuss about their situation of disability at university and workplace.

In some situations, this perception based on the importance of "personalisation" of the relationship with students determinates negatively the acceptance and use of the Univer's Emloi tool in the University Councillors' current practice.

- In order to promote the sustainability of the innovative Students' needs assessment practice according to the Univer's Emloi project, it is important to recommend promoting a better comprehension of the Univer's Emloi Students' Needs Assessment tool. This promotion should insist on the fact that a "formal" assessment tool of the students should not be seen as opposite to the more intimate and long-term knowledge of the students. Even if a long-term relationship with students is a way to building a trusty relationship, this trusty relationship might never be oriented to support with a better self-confidence or job transition. It is then important to consider a better communication in order to demonstrate its multidimensionality and manageability. It is by no means a way to go faster or to be intrusive in the way to grasp the students' issues, but a holistic tool allowing a deeper understanding of the students' situation and to facilitate and encourage their active participation (De Anna, 2003, 2005).

If necessary, it's important to organise, through sensitisation and training, the building of a better understanding of the students' needs assessment as a formal tool to be used in a relationship of trust

However, it is clear that the adoption of a formal tool for assessment might not be enough to declare a new practice "sustainable". Results showed that the new practice (here the Univers' Emloi Assessment tool) has to be meaningful to the person who is going to use it.

- Because this meaningfulness is sometimes not immediately obvious, as in the "personalisation" strategy (see chapter II), it is important to underscore that to be sustainable; this meaningfulness is something that needs to be built with the University Counsellor. In other words, it is recommended that the implementation of such a project include an on-going support and follow-up with University Counsellors in order to facilitate their understanding of the innovation.
- The staff group and also the mentors should be prepared, through sensitisation sessions, in order to meet in the best way the needs of each student and to promote effectively their academic and professional career. Although the fundamental role of the Disability Support Centre, in collaboration with the other services within the University and territory, is to guide the students towards an active citizenship (Canevaro, 2005; De Anna, 2007a), which means to have responsibility to be an active adult and to participate in community and social life. It is not obvious according to our results that they can always integrate the job transition issue without some misunderstanding or without perceiving a threat related to what they consider as an inappropriate practice. The recommendation includes considering when some supporting and pedagogical work need to be done with these stakeholders (De Anna & Carboni, 2009; De Anna, 2010).

## 1.2. Support the mobilisation of the head of University to facilitate the institutionalisation of the Univers' Emloi approach

Results have shown that in the implementation of the new Univers' Emloi model, there could be some doubts on the fact that it was going to be, in some context, sustainable (see chapter II). In the formal adoption strategy, the tool seems to have been quite institutionalised and widened to all disability students, indicating that there are good chances of sustainability of this new practice. In the Reflective Strategy, as the appropriation mode seems to be informal and quite spontaneous, there is no evidence that, although the tool is very much appreciated, it will allow a long lasting change of practice in the Disability Support Services.

The results have shown also that the implementation of the Students' Needs Assessment Tool was clearly influenced by the representation of the University Counsellors, showing the importance of individual acceptance of the innovation.

The role of the University Counsellors is a challenge that needs to be addressed considering their pivotal role at the moment of the initial assessment of the students needs, but also to maintain the mobilisations of students throughout the project, and therefore the sustainability of the project. In order to prevent that a whole process is resting on individuals, these results highlight the importance involving the whole University into the process of implementing this new model.

Including job transition in the early academic course of students with disabilities is a real innovation that needs to be supported in a sustainable manner. This support could be provided internally, involving the administrative head of University and facilitating a more formal implementation. Results have shown that in some Universities, this model has been formally implemented in the professional practice of the University Counsellors. This happened where University Administrators were actively supporting the project and where University Counsellors were directly involved in the project, facilitating their positive perception and understanding of such a guidance model. By making the inclusion of job transition in the students' needs assessment tool a systematic issue, one can say that there is a chance that this new practice will at least be considered by University Counsellors, even if there are changes in the staff for instance.

- The recommendation here is about involving in the implementation of the Univers' Emploi guidance methodology more than one person. It is important that the newly implemented model get its legitimacy by being supported at higher level in the University hierarchy, involving also some dedicated resources in order to allow the disability support services to properly implement such a new practice.

### 1.3. Facilitate the students' commitment and participation: work on the adequacy of the academic and guidance temporalities

In all participating Universities, students reported the difficulties in participation related to time investment in the Univers' Emploi project. For some students although the advantage to participate in such a project was clearly perceived, they could be torn between the immediate need to get their degree and the more distant idea of the need to find employment. This would include considering the starting moment or the scheduling of the guidance in order to allow the student to invest more time in the Univers' Emploi project months before the exams. This would lighten the pressure experienced by some students confronted to the act of obtaining their degree.

- The first recommendation on this point is to implement a guidance methodology that can adapt the temporality of guidance to the academic temporality of the students (planning academic and professional career) in order to facilitate their commitment. Starting professional guidance earlier in the academic program could facilitate this.
- Another recommendation in order to facilitate the participation of the students to some Univers' Emploi guidance would be to facilitate, through an active role of DSS, their access to information to know more about their possible opportunities. This brings up a reflection on the DSS strategy for facilitating the students' mobilisation and on a proactive way to present the employment issues and the benefits of the project. For



instance, when University Counsellors guided students to accept to participate in the project, students had a better understanding of the objectives and benefits of the project. Generally speaking, literature highlights the importance to improve the dissemination of information dedicated to students with disability in order to allow the them to know more about the courses, disciplines, services, internships and job opportunities. Watson et al. (2004) highlighted that often students think that they need to have more access to information about the university, services and courses.

#### 1.4 Promote a cohesive approach around the students project: encourage the creation of synergies between stakeholders and networking within university's internal services

Results have shown that in some contexts University Counsellor and mentors could work together in a cohesive way or in the segmented way without any strong incidence on the guidance process for students. However, results showed that the impact was more obvious for the mentors, who in the segmented configuration tend to feel more isolated. Indeed, in the cohesive approach, where University Counsellors closely followed-up the mentoring process, the availability and supportive attitude of the latter towards mentors was underscored and appreciated. This positive impact of the cohesive configuration of the stakeholders' cooperation on the mentors' feeling of support brings us to consider this as a good practice to be recommended for the sustainability of the project.

- To enhance the synergy between Mentors and University Counsellors, the recommendation is to encourage an implementation process that would put forward a system where mentors feel connected to the Universities and could benefit from the knowledge and experience of University Counsellors about disability. It could be recommended as a means to guarantee a follow-up of the quality of work and contribute to problem solving when necessary: Reflect on the challenge related to the follow-up of mentors including the following:
- Another recommendation is also to enhance the synergy between the Universities internal support services. This cohesion is also a way to consolidate the respective competences and complementarities of the roles of the different stakeholders who can be involved in the students' guidance.

*Enhancing this network within University services and build a concrete system for academic and professional guidance of tertiary students with disabilities is fundamental to strengthen the relation between the services within the University, as Support Centre for students with disabilities and Careers Centre, for example. Patrick et. al. (2009) also indicates the need to develop and enhance direct collaboration within the University in order to create a network which allows the colleagues from different disciplines, faculties and campuses to exchange information, to learn from each other, to define common principles in order to establish a more coordinated approach with the territory and employers. This network helps the University to become the central point of a system that provides news elements for an inclusive context. According to Grasselli & Ciccani (2005), this centrality could promote opportunities for exchanging experiences in personal, academic and professional fields that could be transferred to day-by-day life. McNeela e.; Shevlin m.; Kenny M. (2004) also*

supports the importance of the availability of services and the network among them. However, they also highlight that *the culture of inclusion should be enhanced in order to transform the practices of the institution as well as at all levels* (Cabral et.al, 2010).

### 1.5 Reinforce the links between professional world and Universities: more Networking and a better knowledge of mutual needs (know the local needs)

Results have shown that students perceived positively the fact that the Univers' Emploi project allowed to build and reinforce the bridges between work places and Universities. They also perceived positively the fact that such a project would create for them more opportunities to get insightsof the professional world.

- To promote opportunities for the students it *is really important that the network between university and territory be improved* and that more links between the skills of the students and the demands of the community are be created (Defur & Korinek, 2008).
- It is then important, according also to the promotion of a cohesive system as stated above, that the cooperation between the Universities Career Centres and the Disability Support Services could be organised on a sustainable way in order to develop an approach assisting students with disabilities in their professional choices.
- Furthermore, it is essential *to involve distinguish politician in the initiatives of professional guidance of tertiary students in order to enforce and enlarge job opportunities for all*. Results have shown how the mobilisation of the administrative and political local authorities could significantly facilitate the mobilisation of the local companies who can, in order to respect the disability law, be interested in hiring students with disability (chapter IV).

Matching the needs of local companies with students with disabilities is not only a legal matter. In order to guide effectively the tertiary student towards employment, *universities should understand what the world of work is looking for so as to know how to guide the students*. There is a large request from industries encouraging Universities to "produce" ready-to-work to students in order to grow the opportunities of job placement (Trede, 2010). It seems that students, employers and professional organizations give to the university the role to reach that objective. In order to answer this demand, according to the literature, Universities pay more attention to this issue trying to develop a curriculum that provides students with a training which prepares them to the world of work (Green, Hammer & Star, 2009). Results have shown that Mentors were interested in matching the students with the work place culture during the mentoring process, promoting the most realistic assessment of work places needs as possible.

- Therefore, the reflection during the students' professional guidance should include a more general reflection on local professional needs and students' profiles in order to set a more realistic courses and transition plan.

However, once the bridges between Universities and Companies are built, the question of the mobilisation of mentors within the company appeared to be, in the research results an issue that needs to be addressed.

## 2. Recommendations on the content of the guidance methodology

### 2.1 The importance of addressing the disclosure issue with an empowerment approach

Results have shown that disclosure issues are not always and easy part, it has not been implemented in all situations. In some situations, the question of the disability was even completely put apart in order to treat the students as equals with others (mentors were encouraged by the external structure to do so). This situation made the mentors feel uncomfortable with the questions of disability and they were not really prepared to work on the disclosure issue. However this question was more central in some other context where the students were supported in a reflection to help them to know how, and when and to what extent they wished to disclose. As a result, these students really much felt more comfortable with the disclosure of their disability, feeling they were not forced to do it or not do it, but feeling empowered on how and when they could do it.

- As this question of disclosure is central, the recommendation here is to contribute to improving students empowerment by addressing systematically this issue during their guidance. Moreover, results highlight the fact that some mentors have pushed students to disclose their disability in the workplace, showing this issue must be addressed uphill with mentors in order to clarify how the disclosure issue should be dealt with during the mentoring process. It could then be highly recommended to take into account the mentors' expectations towards the student and their way of understanding the support: focus on empowerment instead of help, and consider a way to clarify their assumptions concerning the students as well as their role in the project.

The literature supports plural reasons that preclude students from disclosing their situation. According to Getzel & McManus (2005), they are afraid to be labelled at the beginning of their academic life or to be seen as incapable in comparison to their peers. There are also who decide to disclose the disability when they face some specific difficulty (Getzel, 2008). Furthermore, authors such as Kakela & Witte (2000), has found that there is a tendency in students to disclose their disability more in the educational context than in the job environment.

However, sometimes, *disclose one's disability becomes a very important attitude to facilitate opportunities for special supports and arrangements*, which can allow the students to be integrated intellectually and socially at university (Trotter & Cove, 2005).

## 2.2. Beyond a technician approach, addressing the job transition issue by promoting enabling skills

Based on a lifelong learning approach, employment became one of the most frequent life goals of students with disabilities (NEWMAN, 2005). With the participation of the mentor and counsellor, it is necessary to develop an Individual Plan for Employment which *considers the academic and social skills, self-determination, autonomy, professional vocation and work experiences* (Lamb, 2007).

### 2.2.1 The Self-Determination issue

Results have shown that students who participated to the Univers' Emploi project felt more confident about their professional project as they know more about the work place expectations. As explained above, guidance has really allowed them to get a more realistic picture of what will be expected from an employee. By doing so, Univers' Emploi Guidance is a way to build a more adapted academic course, according to their professional project. Through guidance (students' needs assessment and professional mentoring) students felt more confident about their skills and reported to be more aware of their own competence than before their participation to the project. The project allowed to identify personal and interpersonal attitudes such as acceptance of the students' own disability, the ability to seek for further supports, to be determinate in overcoming obstacles, to gather more self-knowledge, self-assessment, empowerment, self-efficacy, take decisions, independence and autonomy, etc. According Heiman & Precel (2003), these self-determination skills have a direct reflect on the academic and professional success (Heiman & Precel, 2003).

- For this reason, it is recommended to address the job transition issue not only by acquiring "technical skills" on CV, job hunting, etc. but by addressing the issue on a larger basis, on working on what Cronin (1996, p. 54) defined as the "skills or attitudes that contributes to the success and autonomy of an individual in his own adult life".

Benz, Lindstrom, & Yovanoff (2000); Wagner et al.(2005) found that students who participate more in the general curriculum, complete their university life and are more prepared to have good employment opportunities. However, the world of work does ask more for dynamical then static skills and this leads to a change of the multiple perspectives of job and suggests a lifelong learning orientation in order to have a continuous updating on their competences, to adequate to the changes and to complete their studies in order to get a job (Thornburg, 2002). Furthermore, at the XXI<sup>th</sup> Century, the world of work asks for not only academic skills, but also professional attitudes, advanced thoughts, professionalism and ethical values, communication skills, flexibility to adapt to the changes, interpersonal skills (Cassner-Lotto E. Barrington, 2006). These skills responds to the self-determination curricula also for students with disabilities which focuses on self-knowledge, definition and reaching defined goals, social skills, self-advocacy, self-management and problem solving (Martin et al., 2003; Bartlett (2004).

Another important skill, in a world in continuous changes, to be creative and innovative is to be resilient. According to Malaguti (2005) and Stallman (2011) resilience is the ability that the student has to adapt and to progress despite adverse events that could occur both at university, in their career or in their general life. Then, the lifelong learner should have the ability to judge his own academic and professional performance (Barrie, 2004; Kirkpatrick & Mulligan, 2002, Moore, 2004) in the field of “knowledge society” (Candy, 2000).

Therefore, it is important *to promote discussion about their knowledge on own competences and needs at university and workplace*. Social stigma and low self-esteem reflects on the acquisition of the skills needed for the transition from university to the world of work (Kundu, Dutta, Schiro-Geist & Crandall, 2003).

### 2.2.2 Contribute to the dedramatization of the idea of the work place and get a better knowledge of work place expectations

Before to participate to the Univers’ Emploi Project, most of the students with disabilities have had a limited experience with the professional world and this was perceived as a blocking factor concerning their decision about their career. By focusing on giving the students a concrete insight of the professional world and professional experiences, Universities and mentors really contributed through Univers’ Emploi to help the students to be aware of the work place issues and to de-dramatize their vision of work. As a result, by being more realistic about the work place and professional expectations, students are more able to make a better-adapted choice for themselves, either for their studies or for their professional project.

- The recommendation in order to help to the students to have a concrete idea of the work place is to provide the students with the opportunity through Univers’ Emploi to get a realistic picture of the professional expectations, within the dialogue with University Counsellors and mentors, but also by going concretely the companies either to get some blank job interviews or for internship.

## 3. Final considerations

The development of Univers’ Emploi project within different contexts, such as French, Italian, Irish and Danish context, was an important challenge which allowed, through a transnational perspective, to look at other countries, observe different cultures and organisational structures and come back to the one’s situation with new eyes.

With the end of this project, following the recommendations presented, the challenge from now on is sustain the good practices developed during the realisation of this project on academic and professional guidance of tertiary students with disabilities, taking into account the tools developed, the networks built and the competences of students, counsellors and mentors that have been enhanced. We believe that through this experience, we could enforce the social role of the university, which aims to prepare all students to an active citizenship (De Anna, 2007b).



In addition, this project and the limits experienced by the students contribute to put forward the importance of parallel work on making the context more inclusive by promoting a Universal Curriculum Design, a life long learning approach. The *Promotion of Cultural and Educational inclusive context is a way to effectively guide students with disabilities within university and towards the employment; it is necessary to understand the environment and the cultural context in which students develop their activities in order to implement some initiatives which promote cultural and educational inclusive context that supports the students' learning process and their social relations with their peers and between them and their teachers as well, which could be a precept also at the workplace.*

### *Universal Curriculum Design*

Students who participated in the "Univers'Emploi" project, have been, sometimes, upset they declare that was not possible for them to follow their classes. In order to avoid similar situations it is necessary, beyond identifying the potential, limits and needs of each student, to answer these characteristics in an inclusive context through the implementation of *Universal Curriculum Design* with flexible materials and instruments and a complete diffusion of information and instruction (Finn & Thoma, 2006).

Furthermore, Getzel, Briel & McManus (2003) indicate that introducing the Universal Curriculum Design has enhanced strategies of development of the students of academic and professional skills, especially for those who have some disability. This concept refers to what De Anna (2011) means *pedagogical accessibility based on equal opportunities, projected for all based on active inclusion.*

### *Lifelong Learning Approach*

During the experimentation of the project it was possible to identify that through specific services, Universal Design should support learners in improvement of their skills based on a lifelong learning approach which *allows students to reach their whole potential, through the offer of learning participative paths* (Maori Tertiary Reference Group, 2003, p. 31). In this direction, lifelong learning is needed to promote opportunities by which students with degrees can reach the world of work and adult live successfully (Defur & Korinek, 2008; De Anz & Magnani, 2011).

It could also be interesting and important, as well, to develop researches which taken into account academic and professional guidance of tertiary students with disabilities. Our effort is to suggest further exploration in the following issues: a) transnational comparison of the sustainability of this project in each country; b) longitudinal studies; c) needs of the territory; d) facilities to promote professional experiences; e) arrangements in class and workplace; f) dissemination of job opportunities; g) discrimination at workplace; h) social security for persons with disabilities; i) family guidance; j) assessment; k) empowerment; l) matching skills & training with job opportunities; m) building networks between territory and universities; n) self-determination; o) disclosure.

Univers'Emploi project has initiated a very rich transnational confrontation in which several common elements have emerged for promoting the sustainability of the project developed in these two years. The European Agency Leonardo da Vinci, through Univers'Emploi Transferring Project, allows France, Italy, Ireland and Denmark to improve their own practices on academic and professional guidance of tertiary students with disabilities through an active discussion and experimentation in order to build up a common practice in this field and, respecting each context, to identify what could be done for our further students with disabilities.

We believe that the development of this project was the first step for a sustainable and concrete network of good practices that will allow all students, including those with disabilities, to have a real success in their life project.

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## ANNEXES

- ANNEXE 1: Guidelines for the interviews with the students
- ANNEXE 2: Guidelines for the interviews with professionals
- ANNEXE 3: Students semi-structured interviews analysis guidelines
- ANNEXE 4: Professionals (Mentors and University Counsellors) Semi-structured interviews Analysis Guidelines
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# ANNEXE 1

## Guidelines for the interviews with the students

Reminder of the context and purpose of the interview

- Assessment of the methodology of follow
- After a first assessment of the needs with the staff of the disability unit and
- After a first meeting with the mentor.

### 1. Why did you agree to participate in the project?

### 2. What were your expectations?

- a. What were your expectations in terms of the coaching and mentoring process?
- b. What were your expectations in terms of work placement?
- c. What were your expectations in terms of your academic responsibilities?
- d. What were your expectations in terms of your future goals?

### 3. Which information was given to you to assist you in your participation in the project?

### 4. Did you have sufficient knowledge of the role of the relevant stakeholders in the project?

The main role of each stakeholder participating in the project. How the tasks were shared, what was achieved by each stakeholder.

- the staff of the disability unit, - the tutor in the enterprise, - the support service - employability/ahead (Ireland).

### 5. Do you consider that the nine dimensions of assessment have been taken into account?

Academic expectations, cognitive expectations, learning process, motivation, social relationships, language and culture, life strategies, self-esteem, personal development. Were the aims linked to the program of university studies defined? Were the aims linked to employment defined?

### 6. Was a transition to work plan formulated (in the transition plan)?

Does the transition to employment plan (TP) take into account your competency and potential? Taking stock of internships, of extra curricular activities (*sport, leisure time activities, organisations.....*) *Who drafted your Transition to Employment Plan and did you have sufficient input into it?*

### 7. Was information provided to you to assist you in identifying employment opportunities, (*level or area of studies, former experiences, disability compensation, job search techniques like CV, cover letter...*)

Who did this? With whom? What has been observed; support and guidance provided.

**8. Was information provided to you on ethics and cultures found in various work environments?**

*Responsibilities, respecting time schedule, complying with rules, decision making, time management, tasks planning...*

**9. Were reasonable accommodations and supports put in place?**

Which type of support or arrangements has been proposed? (*technical, human, pedagogical, financial support*) What was the purpose of support or arrangements? Which stakeholder made the proposals? Did the proposed support or arrangement compensate for the difficulty?

**10. Did you find each stakeholder to be supportive in their role?**

(conditions for being able to attend the different meetings, conditions for reporting on experience, conditions for facilitating the communication between actors)

**11. Did you feel fully involved in all aspects of the project?** (independence skills, effective interpersonal skills, disability awareness, disclosure) For example?... Why? ...

**12. Dealing with disability disclosure issues in the Transition to employment project – do you feel confident in dealing with the issue of disclosure or non-disclosure of disability?**

Better self-esteem, being aware of one's own resources, better body image, positive thoughts on impact and compensation of the impairment, in the life of the university, in the world of employment, in a group of friends ....

**13. Did your involvement in the project assist you in preparing for employment and managing the transition stage effectively?**

**14. What skills and developments would you say the project has brought about for you?**

Does the project allow for developing - independence - pro-activity...?



## ANNEXE 2

# Guidelines for the interviews with professionals (staff of the disability unit in the University, mentors in companies, support services)

Reminder of the context and purpose of the interview

- assessment of the methodology of evaluation of transition to employment process
- after a first assessment of the needs with the staff of the disability unit and
- after a first meeting with the mentor.

### 1. Did you get enough information to engage in this project?

Clear explanations of the aim of the project and of the expected commitments, availability of other stakeholders, participation facilitators ( *regular meetings, dates, place ...* )

### 2. Why did you agree to participate in the project? What were your expectations?

What level of information was given to allow for effective participation in the transition to employment project? What were the implications for participation in the project? (*tools, network, moral satisfaction*) (*financial resources, obligation, full-filling, social status*)

### 3. Do you have sufficient knowledge of your role and responsibilities and of those of the other stakeholders?

**e.g.** - the student, - the staff of the disability unit - the mentor in the enterprise/employment agency.

### 4. What support and resources were given to you to assist your participation in the project?

### 5. Do you consider that you have taken into account the concept of employability as part of the assessment of the student's needs?

Academic expectations, cognitive expectations, learning process, motivation, social relationships, language and culture, life strategies, self-esteem, personal development. Were the aims linked to the programme of university studies defined? Were the aims linked to employment defined?

**6. Did you work on the student's transition to employment plan?**

Did you take into account the student's competencies as well as his/her potentialities? Taking stock of internships, of extracurricular activities (*sport, leisure time activities, organisations.....*)

**7. Were the student's future aims and goals taken into consideration within the organisation of work placement?**

**8. Were you, as the professional, provided with information to explore employment opportunities in the context of each student?** (*level or area of study, former experiences, disability compensation, job search techniques like CV and cover letters, motivation...*)

Facts observed. Support and guidance provided

**9. Did you provide the student with information on ethics and culture associated with various work environments?** *Responsibilities, respecting time schedule, complying with rules, decision making, time management, tasks planning...*

**10. Were reasonable accommodation and supports put in place?**

Was support or arrangements proposed? (*technical, human, pedagogical, financial support*)  
What was the purpose of support or arrangements? Which professional was in charge of this proposal? Did the proposed support or arrangement compensate for the difficulty?

**11. Were effective communication strategies used amongst all stakeholders?**

- with the student- with the disability staff member- with the tutor- with the support service  
For example... Why .....

**12. Does the transition plan to employment enable the stakeholder to facilitate the development of employment skills for a student with disability?**

Better vision of the different dimensions of the support, better awareness of the student's resources and potentialities, positive thoughts on impact and compensation of the impairment.

### **13. Does the project allow for the development of the student's independence, professional efficiency and employability skills of students with disabilities?**

Better cooperation between the actors, ownership of assessment tools and follow-up tools.

Employment possibilities after the studies. Evolution of the professional project;

For integrating the labour world, finding an employment fitting with the student's expectations and potentialities as to management, responsibilities, self-value, remuneration...

# ANNEXE 3

## STUDENTS SEMI-STRUCTURED INTERVIEWS

### ANALYSIS GUIDELINES

<b>I. STUDENT CHARACTERISTICS/PROFILE</b>	
Gender	
Age	
Field of study	
Academic needs Learning difficulties and resources of the student (→ Source: « <i>Academic and Professional Assessment Guide</i> »)	
Professional needs Learning difficulties and resources of the student (work experience,...) (→ Source: « <i>Academic and Professional Assessment Guide</i> »)	
Type of disability (sensory, medical, motor, mental health, multiple, etc....)	
Socio-economic characteristics (Financial resources, social capital, family resources, ...)	
Territorial resources (geographical location)	
<b>II. COMMITMENT</b>	
<b>Expectations</b>	
- Initial expectations concerning the project (→ Source: <i>question 1 “Why did you agree to participate in the project?”</i> ) <i>Initial expectations related to the project</i> <i>Project related expectations</i>	
- Expectations concerning employment (→ Source: <i>question 2b “What were your expectations in terms of work placement?”</i> )	
- Expectations concerning University Studies (→ Source: <i>question 2 c. “What were your expectations in terms of your academic responsibilities?”</i> )	
- Expectations concerning the future (→ Source: <i>question 2 d. “What were your expectations in terms of your future goals?”</i> )	

<b>Description of commitment</b>	
<b>Perception of commitment</b>	
- Barriers	
- Facilitating factors	
<b>Actions taken (to facilitate the student's commitment)</b>	
- Mobilisation by the University Counsellor	-
- Information meeting organised	-
- Interview with a representative of a transition or career service	-
- The signing of the charta	-
...	
<b>III. ORGANISATION OF STAKEHOLDERS AND COOPERATION MODALITIES</b> <b>How can the student act as a facilitator and how can the stakeholders act as a facilitator?</b>	
<b>Students Expectations concerning stakeholders</b>	
<b>Knowing the roles of stakeholders in the project: Who is doing what?</b> <i>(→ Source: question 4. "Did you have sufficient knowledge of the role of the relevant stakeholders in the project?")</i>	
- the counsellor	
- the mentor	
- the support service	
<b>Quality of the relationships/cooperation between stakeholders</b> <i>(→ Source: question 10 "Did you find each stakeholder to be supportive in their role?")</i>	
- the counsellor	
- the mentor	
- the support service	
<b>Quality of the student participation</b> <i>(→ Source: question 11 "Did you feel fully involved in all aspects of the project?")</i>	
<b>IV. THE GUIDANCE METHODOLOGY TOWARDS EMPLOYMENT</b>	
<b>Needs identification Strategy</b> for focusing on learning difficulties and resources (the way student needs have been identified) <i>(→ Source: question 5 «Do you consider that the nine dimensions of assessment have been taken into account? »)</i>	



- general and academic expectations/progress	
- cognitive expectations	
- learning process	
- motivation	
- social relationships	
- language and culture	
- life strategies	
- self-esteem	
- personal development	
<b>Adaptations and supports</b> (→ Source: question 9 « Were reasonable accommodations and supports put in place? »)	
- Technical arrangements and supports	
- Human arrangements and supports	
- Pedagogical arrangements and supports	
- Financial arrangements and supports	
<b>Expectations concerning support process</b> (→ Source: question 2a. “What were your expectations in terms of the coaching and mentoring process?”)	
<b>Type of support</b> (→referring to the “Aarhus model” :guidance, Counselling; Advisor; Coaching; Academic Support; Casework; Supervision, evaluation and quality assurance ; Career counselling/career coaching)	
<b>Perception of support</b>	
- proactivity of students	
- passive role of students	
<b>Actions taken</b>	
<b>A Professional Standards</b> (→ Source: question 8 « Was information provided to you on ethics and cultures found in various work environments? »)	
- responsibilities	
- respecting time schedule	
- complying with rules	
- decision making	
- time management	
- tasks planning	
-interpersonal skills	
-Legislation	
-disclosure	
<b>B Professional project or Job transition plan</b>	

(→ Source: question 6 “Was a transition to work plan formulated (in the transition plan?)”	
- take into account your competences and potential?	
- taking stock of internships, of extra curricular activities : <i>sport</i>	
- taking stock of internships, of extra curricular activities : <i>leisure time activities</i>	
- taking stock of internships, of extra curricular activities : <i>organisations...</i>	
<b>C Job-hunting techniques</b> (→ Source: question 7 “Was information provided to you to assist you in identifying employment opportunities?”)	
- level or area of studies	
- former experiences	
- disability compensation	
- CV	
- cover letter	
<b>V. THE ENABLING EFFECT OF THE METHODOLOGY</b>	
<b>Effect at the personal level (towards oneself)</b> (→ Source: question 14 “What skills and developments would you say the project has brought about for you?”)	
- Better self-esteem	
- Better awareness of their own personal resources	
- Autonomy development (proactivity/proactive behaviour)	
Better capacity to deal with disability disclosure and assess disability impacts (→ Source: question 12 “Dealing with disability disclosure issues in the Transition to employment project – do you feel confident in dealing with the issue of disclosure or non-disclosure of disability?”)	
- Better capacity to see oneself as able	
...	
<b>Effect at the personal level (concerning social aspects)</b>	
- Feeling of inclusion in the group, sense of belonging	

- Social relationships competences emergence	
- Capacity to talk about disability compensation (→ Source: question 12 “Dealing with disability disclosure issues in the Transition to employment project – do you feel confident in dealing with the issue of disclosure or non-disclosure of disability?”)	
...	
<b>C Professional level/dimensions</b> (→ Source: question 13 “Did your involvement in the project assist you in preparing for employment and managing the transition stage effectively?”)	
- the way the student relate to work	
- the way the student relate to professional project	
- the way the student relate to responsibilities	
<b>Acquired/gained/reinforced aptitudes</b>	
- Knowledge	
- Interpersonal / social skills?	
- Know-how	
...	

## ANNEXE 4

### Professional (Mentors and University Counsellors) Semi-structured interviews Analysis Guidelines

<b>VI. MENTOR/UNIVERSITY COUNSELLOR CHARACTERISTICS/PROFILE</b>	
Gender	
Age	
Type of organisation (private, public, association, other?) Profession Position in the organisation Education background Length in position Length since finishing education	
<b>VII. COMMITMENT</b>	
<p>(→ Source: question 2. Why did you agree to participate in the project? What were your expectations? What level of information was given to allow for effective participation in the transition to employment project? What were the implications for participation in the project? (tools, network, moral satisfaction) (financial resources, obligation, full-filling, social status) )</p>	
<b>Mentors/U. counsellors Expectations concerning the project</b> - Initial expectations concerning the project - Perception of the usefulness of the project and the relevancy of their participation (in what way they perceive can contribute to the project?) Did they volunteer or were they volunteered	
<b>Actions taken (to facilitate commitment of the mentor/the University counsellor)</b>	
<b>Perception of the barriers and facilitating factors to commitment</b> - Barriers identified by mentor or U. counselors to commit to the project (i.e time constraints, unclear understanding of the project, all type of difficulties identified by them at the	

<p>beginning of the project)</p> <ul style="list-style-type: none"> <li>- Facilitating factors (i.e personal commitment with disabled persons, will to share professional tips, any of the above actions taken by promoters of the project, etc...)</li> </ul>	
<p><b>Other?</b></p>	
<p><b>VIII. ORGANISATION OF STAKEHOLDERS AND COOPERATION MODALITIES</b></p>	
<p><b>Knowing the roles of stakeholders in the project:</b>  <b>Who is doing what?</b>          (→ Source: question 3. Do you have sufficient knowledge of your role and responsibilities and those of the other stakeholders?)</p> <ul style="list-style-type: none"> <li>- the counsellor:</li> <li>- the mentor:</li> <li>- the support service:</li> <li>- one own role</li> </ul> <p>Complementarities of roles</p>	
<p><b>How the relationship between mentors and the mentees were defined ?</b></p>	
<p><b>Quality of the relationships/cooperation between stakeholders</b>          (→ Source: question 11. Were effective communication strategies used amongst all stakeholders?)</p> <p>Communication between stakeholders</p> <p>Perception of support provided by other stakeholders</p>	
<p><b>IX. THE GUIDANCE METHODOLOGY TOWARDS EMPLOYMENT</b></p>	
<p><b>Needs identification Strategy</b></p> <p>The way student needs have been identified:</p> <p>The needs investigated by mentor/U.counsellor to</p>	



<p>elaborate the employment project</p> <p>The focus of the needs evaluation (learning resources and difficulties or disability:</p> <p>(→ Source: question 5. Do you consider that you have taken into account the concept of employability as part of the assessment of the student's needs?)</p> <ul style="list-style-type: none"> <li>- general and academic expectations/progress</li> <li>- cognitive expectations</li> <li>- learning process</li> <li>- motivation</li> <li>- social relationships</li> <li>- language and culture</li> <li>- life strategies</li> <li>- self-esteem</li> <li>- personal development</li> </ul>	
<p><b>Arrangements and supports put in place for students</b></p> <p>(→ Source: question 10. Were reasonable accommodation and supports put in place?)</p> <ul style="list-style-type: none"> <li>- Technical arrangements and supports</li> <li>- Human arrangements and supports</li> <li>- Pedagogical arrangements and supports</li> <li>- Financial arrangements and supports</li> </ul> <p>Aims followed by arrangements and supports</p>	
<p><b>Assessment of Mentor/University counsellor of these actions: actions or situation that facilitated/hindered the participation of the student to the project</b></p>	
<p><b>Type of support provided by mentor/U. counsellor</b></p> <p><i>Elaboration of transition plan or career plan ?</i></p> <p>(→ Source: questions 6. Did you work on the student's transition to employment plan? and 7. Were the student's future aims and goals taken in to consideration within the organisation of work placement?)</p> <ul style="list-style-type: none"> <li>- taking into account your competence and potential?</li> </ul>	

<ul style="list-style-type: none"> <li>- taking stock of internships, of extra-curricular activities : <i>sport</i></li> <li>- taking stock of internships, of extra-curricular activities : <i>leisure time activities</i></li> <li>- taking stock of internships, of extra-curricular activities : <i>organisations...</i></li> <li>- taking into consideration the student's future aims and goals for work placement</li> <li>- other?</li> </ul> <p><b><i>Information provided to student to empower him/her and to facilitate the implementation of his/her transition plan or career plan ?</i></b>          (→ Source: question 9. Did you provide the student with information on ethics and culture associated with various work environments? Responsibilities, respecting time schedule, complying with rules, decision making, time management, tasks planning...)</p>	
<p><b>Support (tools, training, information) provided to mentor/U.counsellor for student guidance</b></p> <p><b>Needs and resources analysis</b></p> <p><b><i>Support, resources provided to you</i></b>          (→ Source: question 4. What support and resources were given to you to assist your participation in the project?)</p> <p><b>Information provided to you to facilitate the student's guidance</b>          (→ Source: question 8. Were you, the professional provided with information to explore employment opportunities in the context of each student?)</p> <p>Information on level or area of study,          Information on former experiences:          Information disability compensation,          Information job search techniques like CV and cover letters, motivation...</p>	

<p><b>Perceived efficiency of the Transition plan as a facilitating tool for mentoring</b>          (→ Source: question 12. Does the transition plan to employment enable the stakeholder to facilitate the development of employment skills for a student with disability? Better vision of the different dimensions of the support, better awareness of the student's resources and potentialities, positive thoughts on impact and compensation of the impairment.)</p>	
<p><b>Facilitators /barriers to guidance?</b></p>	
<p><b>X. THE ENABLING EFFECT OF THE METHODOLOGY</b></p>	
<p><b>Effects on the student skills</b>          (→ Source: question 13. Does the project allow for the development of the student's independence, professional efficiency and the employability skills of students with disabilities?          Better cooperation between the actors, ownership of assessment tools and follow-up tools. Employment possibilities after the studies. Evolution of the professional project; For integrating the labour world, finding an employment fitting with the student's expectations and potentialities as to management, responsibilities, self-value, remuneration...)</p> <p><i>Effect on student's independence</i></p> <p><i>Effect on the employability skills of students with disabilities</i></p> <p><i>Other kind of effects</i></p> <p><b>Effects on mentor's or counsellor's skills</b></p> <p><i>Effect on mentors's perception on disability</i></p>	

# ANNEXE 5 : THE DANISH REPORT

**Aarhus University of Denmark**

**June 2012  
Summary Analysis**

**Willy Astrup  
Projectmanager**

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The growing number of students with disabilities in tertiary education has only a limited impact on their employment rate that has lowered in many EU states over the last years. Paradoxically many enterprises seeking to hire people with disabilities face difficulties in finding people with a university degree corresponding to their recruitment level.

This is why it is of crucial importance to develop a pedagogical device for assisting efficiently people with disabilities in academic success and access to employment. The stakeholders involved in this project are therefore committed to developing such a tool together with the needed supports for its implementation starting from the innovative experience of the Danish University in Aarhus.

The Univers'Emploi project is aimed at creating a methodological guide and tools helping Universities to include employment prospective of people with disabilities as a main feature in their pedagogical organisation and to develop strategies allowing students to reconcile learning, employment and social life; in so doing Universities will also reinforce their anchorage in their socio-economic environment.

(From : LEONARDO DA VINCI Project « UNIVERS EMPLOI » LEO05-14481,  
LEONARDO Project Candidat in EU for partner 2010-11-22)

**Partnes in the projekt :**

INS HEA Institute (France) in collaboration with Savoir et Competences Formation (France)  
University of Aarhus (Denmark)  
Trinity College Dublin (Ireland)  
University College Cork (Ireland)  
University of Rome "Foro Italico" (Italy).

## 1. PRESENTATION OF THE CONTEXT OF IMPLEMENTATION OF THE UNIVERS' EMPLOI PROJECT

The work with facilitating of learning processes to promote employability has, in a Danish context, mostly focused on creating conditions that transcends the dichotomy between the Medical- and the Social Model. The purpose of the specific project activities was not just to compensate and adjust but also to empower and encourage the students' own ability to master their existence. In France, Ireland and Italy the focus was among other things in creating broader intersectional collaboration, promoting contact with other relevant organizations, or disseminating internships for the students. This was not our primary goal - our aim however was to create a participating co-operation, where the university counselor, professional Academic-mentors, and Company-mentor who works in companies and has similar disabilities as their associated student, are working together towards creating better conditions for facilitating development and exceeding towards participation in the labor market. Our effort was not explicitly directed towards enhancing of synergistic action among different institutions. Instead, our focus has been to facilitate learning processes, built on a series of educational psychological theories and methods, that encourage the students' own capacity to master their existence (focus on the subject formation in a subject scientific frame of reference), by promoting real inclusion (focus on the social context for learning and expanding participation opportunities), where the students modify their way they relates to themselves and their job-opportunities in a more agency oriented, proactive, nuanced and exploratory way (and where change is expected conceptualized in meta-cognitive/affective and maybe even on the ontological level).

The majority of the students involved in the project come from the department for Advice and Support that has a branch in the University of Southern Denmark (This department provide support for students with neurological and psychosocial difficulties). The rest of the students come from the head office in Aarhus University.

The first meeting between the University counselor and the student, has taken place right after the verbal agreement (we didn't use charter) of the student gave to participate in project. There have been three university Counselors working on the project. The main purpose of the counselling was the assessment, which consists in one or more clarifying conversations and aims to convert the learning differences into more identifiable study related, career related and learning related problems. The facilitating strategy which is related to the *Integrative model*, conceptualize change through a learning perspective integrated as personal development, and involves counselling based on Existential, Cognitive Behavioral and psychoanalytical foundation. (Read more: "*Univers' Emploi, Leonardo Draft model, Lifelong learning*", which depicts the academic framework and the four key concepts: *education, inclusion, learning and existence*).



The university counselor is also responsible for *supervision, evaluation and quality assurance*. The meeting between the professional Academic mentor/Company mentors and the student is organized as a result of the initial learning assessment done by University counselor.

In the Danish model we had two types of mentoring. Mentoring 1: works with students who are in transition between BA to MA- program. In this context, we have worked to promote the student prerequisite for making realistic and informed choices in relation to future studies. The student dreams and aspirations for future employment opportunities becomes the focal point for the student reflections. Moreover, some students needed help to establish contact with jobs where they could do practical training and internship. In this situation it has been more useful for the student to work with a Company-mentor, which possess more specific experience of the difficulties and opportunities that people with disabilities face in employment.

The facilitating strategies related to the Integrative model was *academic support, advisory, guidance, coaching*. The mentor was also encouraging the student to create a contact for the public sector and to enter an agency-position relates to *case work*, that may be of importance in relation to the student's requirement for receiving technical-, human- or financial arrangements and supports. We had seven Academic mentors associated with the project.

Mentoring 2: is about the transition from education to work. In this context we were working on CV elaboration and job applications, enhancement of relevant competences, encouragement to use current activities from the job center and career guidance center at the university, while always focusing on the learning perspectives. The facilitating strategy which was related to the Integrative model is *career coaching and guidance*. The total number of meetings between mentor and student was two to four , depending on the needs of the students. There have been nine Company-mentors involved in the project. Two mentors were associated with the career service at the university, and the seven others came from companies . All mentors have work experience that could benefit the student, as well as relevant life experience coping with disability in the labor market.

After the first meeting between the mentor and the student, we conducted a midterm feedback. The purpose was to assess whether the student felt comfortable with the mentor, and whether the mentor felt that she possessed the right knowledge and skills to facilitate the necessary learning that was essential for the students employability.

## Analysis of the experimentation

The strategies used in research:

- Focus group interview of students and mentors
- Individual semi structured interviews with students, mentors and university counselors
- Analysis of Template for recording process-intervention focusing on transition into employment
- Analysis of records from the meetings between the university counselor and the students
- Reports on balance of competence
- Elaboration of CV

## Methodology

Due to some dropout from the project<sup>14</sup>, we have chosen not to make generalizable quantitative study and instead to focus on qualitative phenomenological approach and producing nuanced knowledge that can help us learn about the complexity and diversity of the student's life situation. The analysis was made by using a 'meaning condensation' approach, where data is distributed in certain categories that seem to constitute the core topics that have the greatest relevance for understanding the learning process of students and exceeding of the students life situation, toward employability. The 'learning and exceeding' is conceptualized through an epistemological (social) constructivist and existentialistic framework of understanding. Though this framework change is understood as both the accumulation of competencies and skills, and simultaneously as genuine transformation of the students attitude towards his/her own existence i.e., how the student come into agency-position in relation to the challenges experienced during the transition to employability and life in general.

The following text is not an analysis of the empirical material, but only a preliminary draft summary of analytical results. A more detailed description of the project's theoretical foundation and frame of reference can be found in the project's web site.

The terminology in this text can sometimes be characterized by quantitative discourse. The reason for this is our effort to deliver in a few words a description that provides an overview of general typical situations. For example a description of the student's motivation as "high"

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<sup>14</sup> Reasons for dropout are: 1) replacement of project manager have influenced the students' motivation to participate. 2) It was not possible to complete the project before the examination-period, and the students did not have the time and energy to engage in the project, while preparing to exams.

is not an expression of quantitative measurement, but qualitative findings reflect the students' constitution of meaning - a process regarding a number of relevant themes concerning their struggle to create new understanding and consistency in their modified orientation towards their future.

## 2. COMMITMENT AND PERCEPTION OF THE PROJECT

### 2.1: Perception of the Students:

The students who participated in the project had demonstrated high commitment to the project's inception. For most students was the motivation for participation related to their worries and negative perceptions of their conditions and opportunities to realize their career dreams, in times where the hard competition and high unemployment, positions people with disabilities in an utterly difficult and vulnerable situation.

#### Expectations

The students had very low expectations at the beginning in relation to their specific potential of being integrated into the labor market and realize their career dreams. But these students were still quite open to the possibility that the project could help them, and that the various forms of support and various initiatives could give them a head start at the labor market.

More over many of them hoped that the project will mediate contact to jobs and professional network, and were slightly disappointed, when they have found out that this was not the project's objectives.

The student's expectations were in continuing modification and in accordance with their own preconceptions about what is possible for them to achieve.

#### Dissemination of the project

The students have been contacted by the Department for Advice and Support at the Aarhus University.

#### Perceptions on the project

The students have experienced the information concerning the project as incomplete, and not as adequately proactive.

## **Commitment along the project**

There has been a great enthusiasm in the beginning, which has followed a declining and decreasing commitment, after the students have met their mentor and have discovered that the project objectives is not creating internships. After this short phase of disappointment, followed by expectation reconciliation, all the students has enhanced more motivation with a more stable commitment, gradually as the students and mentors have created a more coherent expectation agreement.

## **2.2: Perception of the University Counselor:**

### **The process of initial mobilization of actors**

There have been 3 university Counselors working on the project, employed at the Department for Advice and Support at the Aarhus University.

### **Initial commitment**

High.

### **Expectations**

The Counselors had high expectations because they have a long training program and has approx. 2-5 years experience with counseling of students with different kind of difficulties.

### **Dissemination of the project**

The Counselors have been informed about the project through the Danish project coordinator in a staff meeting and gave their consent to participate

### **Perceptions on the project**

The Counselors experienced that they have received sufficient information about the project goals and process.

### **Commitment along the project**

The Counselors involvement has been highly stable throughout the process

## 2.3. Perception of the Mentor

### The process of initial mobilization of actors

The mentors have been recruited by a mentor-coordinator who had contacted a number of networking forum for voluntary and has announced information about the project in their website. Moreover, the Counsellors have used their own network to find the most suitable mentors. The match between the student and the mentor has been done mostly by the standards of similar disability-forms.

### Initial commitment

The mentors justify their motivation, as a vocation, a desire to support others through the challenges and handle difficult life situations, which in many ways similar to the challenges the mentors have been through, and therefore knows the importance of guidance and support from others.

### Expectations

Mentors have expected to meet other students and mentors, and engage in a practice field that both helps others but also opens up the opportunity for learning and network expansion for the mentors.

### Dissemination of the project

The mentors, have been informed of an initial meeting for all mentors, a workshop for mentors and students for information on state and municipal support. Moreover, the mentors had supervision from project coordinator.

### Perceptions on the project

All mentors consider the project as entirely relevance, mainly because they have experienced at first hand the lack of such an effort, and secondly because they believed that it is useful to focus on learning and development and not just on compensation.

Some have experienced the lack of a more detailed proactive communication about what was expected of them. According to them, the project has not defined specific measurable objectives, which mentors could evaluate their efforts in relation to. They have experienced it as insufficient, that the only knowledge they can contribute is from their own experience. In this context it was interesting that the students have experienced the mentors' *life experiences*, as the most beneficial aspect in their learning process.

## **Commitment along the project**

As emphasized previously, the mentors justify their motivation, as a vocation, a desire to support others through the challenges and handle difficult life situations. This has contributed to a stable motivation throughout the project, despite the challenges.

Some of the mentors have encountered problems along the way, needed supervision, and needed to have a forum they could share experiences, and support each other. Some of them have therefore emphasized the need to create a context for learning and knowledge-sharing for mentors. Moreover the absence of Long-term vision was problematic for the mentors concerning a better commitment to the process.

## **3. COOPERATION AND PARTNERSHIP/JOINT-VENTURE**

### **3.1 Perception of the Students**

#### **Characteristic of partnership between university and companies**

The students have experienced the project as utterly relevant since there is no other entity within the university context, which is directed towards the creation of the transition between university studies and employment for students with disabilities.

#### **Cooperation relations between the stakeholders (*Students' expectations concerning stakeholders*)**

The students have expected to use their mentor as a role model and inspiration to achieve new possibilities for action. They hoped that the mentor will help them to create network, give them information about government funding opportunities and help them to find internships.

#### ***Knowing the roles of stakeholders in the project: who is doing what?***

Despite a brief period where students had difficulty in defining the role of mentors, they had managed to create more coherent expectation reconciliation. The students have not experienced difficulty in knowing the roles of other stakeholders - project coordinator, university counselor and mentor coordinator.

The students were overall satisfied with the quality of relationships with the stakeholders, but some have not felt sufficiently involved in all aspects of the project.



### 3.2 Perception of the University Counselor

#### Characteristic of partnership between university and companies

The University Counselors did not have a direct contact with the company, even though the student has been in the internship.

#### Cooperation relations between the stakeholders

The Counselors have experienced the cooperation as good. Some of them have expressed the wish for a more proactive planning and clearer formulation of expectations.

### 3.3 Perception of the Mentor:

#### Characteristic of partnership between university and companies

The mentors did not have a direct contact with the company, even though the students has been in the internship.

#### Cooperation relations between the stakeholders

The mentors have experienced the cooperation as good. Some of them have expressed the wish for a more proactive planning and clearer formulation of expectations. Some mentors were not sufficiently informed about the project purpose and content, and felt that they lacked both the knowledge and training to perform their task optimally.

## 4. GUIDANCE METHODOLOGY

The main purpose of the counselling was the assessment, which consists in one or more clarifying conversations and aims to convert the learning differences into more identifiable study related, career related and learning related problems. Our approach to clarification the dimensions of assessment is phenomenological inspired (we are not doing a screening of all life aspects, but investigating step by step and trying to be sensitive to the level of openness and authenticity the students ready to share).

### 4.1 Perception of the Students:

#### Implementation of the guidance methodology

The students experienced that the learning assessment has embraced both their difficulties and resources. Furthermore, the students experienced that they have acquired a deeper and more meaningful conceptualization of the complexity of their life situation in relation to employability, and have benefited from considering their disability in learning perspective.

Some students felt the need to spend more time just participate from a peripheral position before they decided to engage completely in the process

### **Appropriation of tools**

The students had no specific comments to the tools, as they consider this as the mentor's instrument. Some of them have emphasized the mentors 'life experiences' as a significant factor, which has facilitated their learning.

### **Appropriation of the guidance methodology**

The students have experienced the method as relevant. The initial learning assessment with university counselor was appropriate to create more nuanced understanding of their life situation and define their learning goals. The subsequent meetings with the mentor has encouraged their prerequisite for creating realistic expectations, and put in place appropriate actions. In addition they have experienced that the mentor's attitude has been flexible and responsive to their changing engagement.

### **Quality of relation within the mentor/student pair**

The students have experienced a trust in their relation to the mentor - according to them the voluntary aspect was very important, because it create more equal positions (which do not based on 'disability support' as a reference framework, but on expansion of action opportunities).

### **Adaptions done in order to facilitate the participation of the students to the project**

The students have experienced their mentors as being flexible and attentive to their changing requirements.

Some students had emphasized the view that the project efforts should attempt to relate to the student's study-related life at the university, and match the expectation for student involvement in employability activities in better correlation with the academic demands that the student must fulfill. A Part of the drop-out from the project was due to this lack of correlation.

## **4.2 Perception of the University Counsellors:**

### **Implementation of the guidance methodology**

Counselors have used a phenomenological approach to the assessment of student learning needs. They have experienced the method as utterly useful, as they have helped to develop this method over several years.

### **Appropriation of tools**

The nine dimensions of assessment were taken into consideration in the case of each student.

We did not need to implement the method, because the University Counsellors use the method as their professional 'habitus'. They consider therefore the tool to be utterly useful because it makes it possible to conceptualize the student's difficulties in a more nuanced holistic way, and thereby promote the student's development within the transition to employment process.

### **Appropriation of the guidance methodology**

Counselors have experienced the guidance methodology as beneficial framework.

### **Quality of relation within the mentor/student pair**

University Counsellors reported that the relationship between mentor and student have been predominantly good. There have been some situations where the relationship has been challenging at first, and where there have been necessary to have a longer period of time to establish trusting relationships.

### **Adaptions done in order to facilitate the participation of the students to the project**

University Counsellors have tried to be flexible and attentive to the students' evolving needs. Adaptions are done in situations where students have canceled participation and there has been a need to find other times for meetings.

## **4.3 Perception of the mentors:**

### **Implementation of the guidance methodology**

The mentors experienced the method as quite relevant and as a tool that provides many opportunities to facilitate development and learning. Some of them demanded more information and training in counseling and coaching, since they in some situations experienced that they do not possess the necessary skills to facilitate the necessary learning for students.

### **Appropriation of tools**

The mentors have regarded 'themselves' and their life experiences as the main tool in the work. Apart of their mission was to provide an inspiring role-model.

Some mentors experienced lack of a more specific knowledge about labor market conditions as well as tools to use their experience and competence in a more systematic work with the students. Some mentors have informed that the interaction with the student was in some situations utterly demanding, and that they have lacked tools to tackle these situations.

### **Appropriation of the guidance methodology**

For many students represent the topic of dealing with disability disclosure issues in the transition to employment project, a difficult dilemma. Through collaboration with the

mentor, participation in group discussions and workshop given by a manager in public employment department, students have experienced significant learning in this area.

The mentors have also supported the students in exploring the opportunities to receive public support from public agencies take advantage of the university's career counseling center, prepare a resume/CV, to apply to potential companies, create a realistic- but ambitious future career plan, and maintain participation in a challenging internship.

### **Quality of relation within the mentor/student pair**

Since the project is composed of 2-4 meetings between mentor and student, there were not many opportunities for constitution of voluminous relations. Moreover, the importance of that the mentor and the student can quickly find reassurance in relationships, requires certain homogeneity in the match between them. All mentors have experienced relationships as good, despite the fact that there have been a number of challenges in the interaction between students and mentors

### **Adaptions done in order to facilitate the participation of the students to the project**

Especially when dealing with students with mental disabilities, it is important that the facilitating-efforts flexible enough and can continually reconcile the students changing needs and ability to engage in the process. Adaptions were done in situations where students have canceled and there has been a need to find other times for meetings.

## **5. THE EFFECTS OF THE PROJECT**

### **5.1 For the Student:**

#### **Effect at the personal level (towards oneself)**

Most of the students experienced increasing faith in their ability to achieve their goals, and increasing view of their personal resources.

All the interviewed students have experienced the learning assessment done by the university counselors as an effective tool for assessment of their difficulties and resources, a way to gain clarity and overview of their life situation in relation to employability, which until then, seems confusing, diffuse and threatening. For some students, was that an essential insightful moment where they could begin to relate more consciously and constructively to their future, and mobilize more resources to expand their possibilities for action, rather than on vicious circles of escapes and concerns. The employment expectation and motivation for engagement in the project has increased through the learning assessment.

Since employability as a key theme, transforms the meaning of learning context that university enabling, most of the students experienced the project as a learning context which had significant outcome in their everyday lives, as they gradually begin to relate to their study as a bridge, a transition phase and not merely as a context that fragmented from the rest of their lives and leads toward diffused future.

According to the students, mentors and counselors, it has been possible to facilitate learning so that students have taken a more proactive, actor position, and a more agency- oriented approach.

### **Effect at the personal level (concerning social aspects)**

Students, who have undergone internship and training at a workplace, experienced the contact with University Counselor and mentor as a significant condition that helped them to cope with- and learn from the many difficulties they have encountered at work place. Regarding this, it was mostly the learning of social skills that have created more possibilities for action for these students, because it was the social interaction that has undone the greatest challenge for them in maintaining participation in previous internship.

Students stress the need to create engagement among other students to attend information meetings and networking-forums, where students can meet and share knowledge (some students are experiencing great difficulties in participating in social events, but recognize that this has great significance in relation to employability).

### **Professional level/dimensions**

The students begin to relate to their university life as a context which is work-related, and that helps them to organize and select study program and curricula in a way which is more realistic and consistent with their careers-dreams, and is more consistent with their disabilities and resources.

Acquisition of knowledge about the possibilities and rights for people with disabilities in employment, and the various forms of support that is possible to apply through the public employment center.

On the topic of dealing with disability disclosure issues in the transition to employment project, students have experienced significant learning in this area, where many new options have been identified.

Most respondents were introduced to a variety of Job-hunting technics and information about disability compensation, they have benefited greatly from

### **Acquired/gained/reinforced aptitudes**

The students generated more knowledge about how to use a professional network. Some were experiencing more courage to engage in new challenges, since they were more conscious about their own capabilities and vulnerabilities. Moreover the image of 'perfect employee', as an competitive and error free human being (that many students who are in

marginalized life situation comparing themselves with), was deconstructed and the students have begun to operate with a more nuanced and ambiguous image of 'good employee', where careers are seen as a project that can be performed also by people with some disabilities.

### **For the University Counsellors:**

#### **Effect at the personal level (towards oneself)**

The University Counsellors experienced the work with the students as being meaningful. Focus on transition to the labor market has helped them to be much more concrete in their counsel distribution work, since the goal of facilitation was becoming more evident, demarcated and well defined.

#### **Effect at the personal level (concerning social aspects)**

The project has enabled them to work with company mentors, which has been a learning experience for them and gave many ideas about how the work with company mentors could integrate with university counselling in a more coherent way.

#### **Professional level/dimensions**

Counsellors have acquired some relevant experience, which used to practice their counseling approach.

#### **Acquired/gained/reinforced aptitudes**

Acquired knowledge about public funding opportunities for students with disabilities.

### **5.2 For the Mentors:**

#### **Effect at the personal level (towards oneself)**

The mentors have experienced the process as a challenging but meaningful. In the beginning, they have experienced a brief period of uncertainty, lack of knowledge and skills to perform their task. This can be seen as a general phase in all learning and not directly as inconsistencies of project design, stakeholder cooperation, and amount of supervision.

#### **Effect at the personal level (concerning social aspects)**

There has not been identified a specific effect concerning social aspects

#### **Professional level/dimensions**

Mentors have expressed a need for a better context for learning and knowledge sharing. They have experienced a lack of contact with other mentors as they have lacked a better support and information.



## Acquired/gained/reinforced aptitudes

Acquired knowledge about public funding opportunities for students with disabilities.

## CONCLUSION

### 6.1 Added benefits of the program and recommendations

All the interviewed students have experienced the learning assessment done by the university counselors as an effective tool for assessment of their difficulties and resources, a way to gain clarity and overview of their life situation in relation to employability, which until then, seems confusing, diffuse and threatening. For some students, was that an essential insightful moment where they could begin to relate more consciously and constructively to their future, and mobilize more resources to expand their possibilities for action, rather than on vicious circles of escapes and concerns. The employment expectation and motivation for engagement in the project has increased through the learning assessment.

Since employability as a key theme, transforms the meaning of learning context that university enabling, most of the students experienced the project as a learning context which had significant outcome in their everyday lives, as they gradually begin to relate to their study as a bridge, a transition phase and not merely as a context that fragmented from the rest of their lives and leads toward diffused future. The students begin to relate to their university life as a context which is work-related, and that helps them to organize and select study program and curricula in a way which is more realistic and consistent with their careers-dreams, and is more consistent with their disabilities and resources.

Students, who have undergone internship and training at a workplace, experienced the contact with University Counselor as a significant condition that helped them to cope with and learn from the many difficulties they have encountered at work place. In some cases, the contact with the mentor had a preventive effect against internship dropout.

For many students represent the topic of dealing with disability disclosure issues in the transition to employment project, a difficult dilemma. Through collaboration with the mentor, and participation in group discussions, students have experienced significant learning in this area, where many new options have been identified.

## 6.2 Challenges experienced during participation in the project

Facilitation efforts should attempt to relate to the student's study-related life at university, and match the expectation for student involvement in employability activities in better correlation with the academic demands that the student must fulfill. A Part of the drop-out from the project was due to this lack of correlation.

The need to create a context for learning and knowledge-sharing for the Company mentors. Supervision of mentors has great significance, when it comes to students located in difficult life circumstances requires considerable sensitivity of mentor's side.

The need to create engagement among students to attend information meetings and networking-forums, where students can meet and share knowledge (some students are experiencing great difficulties in participating in social events, but recognize that this has great significance in relation to employability).

Especially when dealing with students with mental disabilities, it is important that the facilitating-efforts flexible enough and can continually reconcile the students changing needs and ability to engage in the process.

Coordination of cooperation between Company mentors and students can be made more effective with higher levels of proactivity in planning, formulation of measurable objectives and expectations for performance, i.e. form and content of mentoring context.

Stakeholders need more nuanced knowledge about the respective roles and task division between them. Some mentors were not sufficiently informed about the project purpose and content, and felt that they lacked both the knowledge and training to perform their task optimally.

Mentors must be aware of the limitations of this form of short-term intervention in relation to the creation of trust and alliance with the students. Especially when it comes to students with mental disabilities that manifest themselves as relational difficulties, will the short-term intervention of 2-4 sessions are not enough to create confidence, which affects the efficacy of counseling.

## ANNEXE 6 : THE FRENCH REPORT

### Univers'Emploi,

*Une méthodologie d'accompagnement des étudiants en situation de handicap conjuguant efficacement réussite universitaire et accès à l'emploi :*

Présentation des résultats de la recherche en France

**INS HEA**

Serge Ebersold, responsable scientifique du projet  
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## PARTIE I : INTRODUCTION

Le rapport présente les résultats de l'analyse de l'expérimentation mise en place dans le cadre du projet Univers'Emploi. Il est composé de trois parties: une introduction, une présentation détaillée des résultats ainsi qu'une conclusion reprenant les principaux enjeux et les recommandations.

### **Le contexte: les étudiants à besoins éducatifs particuliers**

*Un constat de départ : le paradoxe de l'emploi des étudiants en situation de handicap*

L'augmentation du nombre d'étudiants en situation de handicap dans l'enseignement supérieur a un impact limité sur le taux d'emploi des jeunes adultes en situation de handicap<sup>15</sup>. Pourtant, de nombreuses entreprises désireuses de recruter des personnes en situation de handicap rencontrent de réelles difficultés à trouver, parmi elles, des profils correspondant à leurs besoins en termes de qualifications et de compétences. Devant cette contradiction, il devient primordial de développer un dispositif permettant aux étudiants en situation de handicap de conjuguer efficacement réussite universitaire et accès à emploi et, c'est exactement dans cette optique que se situe le projet Univers'Emploi.

En effet, les stratégies d'admission à l'Université incluent rarement la question de l'accès à l'emploi des étudiants handicapés, ce qui rend difficile l'identification des moyens et des soutiens nécessaires à cette population. De plus, les services handicap restent souvent trop peu outillés pour inclure la conciliation entre études et emploi dans leurs stratégies d'accompagnement. Enfin, les Universités restent relativement cloisonnées au sein de leur environnement socio-économique et l'implication des milieux économiques est globalement limitée. En France, les liens Universités/milieux économiques ne sont pas toujours aussi développés que dans d'autres pays de l'OCDE

*Un cadre réglementaire balbutiant*

La loi du 11 février 2005 pour l'égalité des droits et des chances stipule dans son article 20 que « *les établissements d'enseignement supérieur inscrivent les étudiants handicapés ou présentant un trouble de santé invalidant, dans le cadre des dispositions réglementant leur accès au même titre que les autres étudiants, et assurent leur formation en mettant en œuvre les aménagements nécessaires à leur situation dans l'organisation, le déroulement et l'accompagnement de leurs études* ».

Du côté des entreprises, la loi de 2005 réaffirme l'obligation d'emploi qui préexistait dans la loi de 1987. Ainsi, tout employeur de plus de 20 salariés depuis trois ans est tenu d'employer un effectif de 6% de travailleurs handicapés sur l'effectif total de l'entreprise. Cette obligation vise le secteur privé comme le secteur public. A défaut d'un nombre d'embauches suffisant, les employeurs peuvent s'acquitter d'une partie de leur obligation d'emploi en contribuant à

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<sup>15</sup> OCDE, *L'inclusion des étudiants handicapés dans l'enseignement tertiaire et dans l'emploi. Politiques d'éducation et de formation*, Edition OCDE

deux fonds pour l'insertion des travailleurs handicapés, l'AGEFIPH pour le secteur privé et le FIPHFP pour le secteur public.

L'obligation d'emploi concerne tous les salariés en situation de handicap, quelle que soit la nature du contrat de travail : fonctionnaire ou agent non titulaire, contrat à durée indéterminée (CDI) ou déterminée (CDD), intérim, à temps plein ou à temps partiel, en contrat d'apprentissage ou de professionnalisation.

En 2007, une Charte « Université Handicap »<sup>16</sup> a pour objectif de rétablir l'égalité des chances entre étudiants valides et handicapés en renforçant l'autonomie de ces derniers, dont l'action a été prolongée par une nouvelle charte signée le 4 mai 2012.

En inscrivant le handicap dans la stratégie des établissements, elles prévoient que chaque établissement intègre dans son plan d'action l'ensemble des thèmes liés au parcours de l'étudiant et, ce de son orientation à son insertion professionnelle.

Mais ces dispositions législatives ne suffisent pas à permettre la transition entre les études universitaires et l'accès à l'emploi.

### *Des chiffres à améliorer*

Chaque année, les étudiants handicapés<sup>17</sup> sont plus nombreux à s'inscrire à l'université : en dix ans, leur nombre a presque triplé<sup>18</sup>.

Lors du dernier recensement<sup>19</sup>, 10814 étudiants handicapés se sont déclarés<sup>20</sup> en situation de handicap auprès de l'équipe plurielle<sup>21</sup> de l'université, des sections BTS et des classes préparatoires des lycées.

Ce nombre représente une évolution de presque 10% par rapport à l'année précédente<sup>22</sup>. Dans l'enseignement supérieur, le nombre des étudiants handicapés a doublé en dix ans.

Les femmes représentent 42,5% des effectifs des étudiants en situation de handicap alors que les femmes représentent 55,7% des effectifs pour l'ensemble des étudiants. Si les

<sup>16</sup> Signée le 7 septembre 2007 entre le Ministère de l'Enseignement Supérieur et de la Recherche (M.E.S.R. ), représenté par le directeur général de l'enseignement supérieur et la Conférence des Présidents d'Université (C.P.U. ), représenté par son premier vice-président

<sup>17</sup> La situation de handicap étant entendue comme handicap ou maladie invalidante.

<sup>18</sup> [www.sup.adc.education.fr/handiu\\_stat/hdrec.htm](http://www.sup.adc.education.fr/handiu_stat/hdrec.htm)

<sup>19</sup> MESR/DGESIP Recensement des étudiants en situation de handicap. Année universitaire 2010-2011 et évolutions. MESR/DGESIP (Ministère de l'enseignement supérieur et de la recherche. Direction générale pour l'enseignement supérieur et l'insertion professionnelle).

<sup>20</sup> Le recensement se fait donc sur la base de l'auto-déclaration par l'étudiant auprès de la mission Handicap de l'université. Ce qui n'est pas sans posé problème notamment.

<sup>21</sup> L'équipe plurielle, dont la mise en place a été encouragée par la charte "Université-Handicapée", peut être composée du responsable d'accueil, du médecin qui suit habituellement les étudiants (médecin du SUMPPS pour les universités), d'un représentant de l'équipe pédagogique, du Service Commun d'Information et d'Orientation, du Bureau d'Aide à l'Insertion Professionnelle, du Service Universitaire d'Activité Physique et Sportive, du Service des Technologies de l'Information et de la Communication, du service culturel... Cette composition varie en fonction de la problématique inhérente à la situation spécifique de handicap de l'étudiant.

<sup>22</sup> Pour mémoire, + 16, 5% en 2008-2009 et + 9,8% en 2009-2010

femmes sont globalement plus diplômées que les hommes, le niveau de diplôme apparaît moins élevé : les femmes majoritaires en master (60%) deviennent minoritaires en doctorat (47,2% de femmes)<sup>23</sup>.

*Répartition des étudiants en situation de handicap par cursus et par filière:*

76,5% des étudiants en situation de handicap sont inscrits en licence; 21,6% en master (de même qu'en L1 et L2, le taux d'étudiants entre le M1 et le M2 chute plus fortement pour les étudiants en situation de handicap), et 1,8% en doctorat<sup>24</sup>.

A titre de comparaison, on peut noter que l'université publique compte 1 247 600 étudiants, qui se répartissent à 55,3% en cursus licence, 39,8% en master et 4,9% en doctorat<sup>25</sup>. On note, par ailleurs, une déperdition plus forte entre la première et la deuxième année pour les étudiants en situation de handicap par rapport à l'ensemble des étudiants

Au niveau de la filière, on peut dire qu'il y a :

- un peu plus d'étudiants en situation de handicap dans les formations de lettres et sciences humaines (33,3% contre 30% pour l'ensemble des étudiants),
- un nombre équivalent dans les filières scientifiques (17,8% contre 18,3% pour l'ensemble des étudiants),
- moins d'étudiants en situation de handicap dans les filières du droit, sciences économiques et gestion (25,8% contre 28 % pour l'ensemble des étudiants) et de la santé (10,3% contre 14,8% pour l'ensemble des étudiants).

	Etudiants handicapés.	Population générale
Lettres et Sciences. Humaines	31,31%	32,07%
Droit, Sciences. Economiques, gestion .	23,28%	28,32%
Sciences	17,55%	13,49%
Santé	9,62%	14,88%
STAPS	2,45%	2,68%
IUT	10,54%	8,54%

<sup>23</sup> Bruno Lutinier (2010). Les effectifs d'étudiants dans le supérieur en 2009 : la plus forte progression depuis 1993. Note d'information Enseignement supérieur et recherche, 10.08.

<sup>24</sup> A noter que le nombre d'étudiants inscrits en doctorat a diminué depuis 2005 (232 étudiants en 2005 contre 170 en 2009-2010) (recensement MESR/DGESIP 2009-2010).

<sup>25</sup> Bruno Lutinier, *op. cit.*

### Répartition par type de handicap (dont 9,4% de handicaps temporaires) :

- \* 26% handicap moteur (dont dyspraxie)
- \* 13% troubles du langage et de la parole (dont dyslexie, dysphasie)
- \* 12% troubles viscéraux (maladies : cardiopathie, cancer...)
- \* 12% troubles psychiques
- \* 10% handicap visuel
- \* 7% handicap auditif
- \* 4% troubles associés
- \* 2% troubles intellectuels et cognitifs (dont autisme)
- \* 14% autres

Pour faciliter les études de ces étudiants, des aides sont proposées. Elles se répartissent en aménagement du cursus pour plus d'un quart des étudiants, en aides humaines (preneur de notes, interprète...) pour 40% des étudiants, et en aménagement des modalités des examens pour 78% des étudiants (pour 70% des cas, il s'agit d'une majoration du temps de l'examen, puis 14,7% une salle particulière, 10,9% un secrétaire...).

### Mise en place de l'expérimentation

Le nombre croissant des étudiants en situation de handicap, qui apparaît comme une suite logique du nombre croissant de lycéens en situation de handicap poursuivant leur scolarité en milieu ordinaire, s'inscrit plus globalement dans une politique d'ouverture des universités aux étudiants handicapés. Il existe aujourd'hui une obligation légale d'accueil, mais encore peu de recul et d'expérience pour formaliser cet accueil, hormis dans quelques universités pionnières.

Par ailleurs, le nombre des étudiants qui peuvent s'adresser à la cellule handicap est susceptible d'augmenter, car tous ne recourent pas aux services proposés. En effet, 34% des étudiants déjà inscrits sont suivis de façon régulière par la cellule handicap, et 24% de façon ponctuelle<sup>26</sup>

En 2010, ce constat a amené l'INS HEA à développer le projet européen « *Univers'emploi* »<sup>27</sup> en collaboration avec l'association Savoir et Compétence Formation. *Univers'Emploi* a ainsi permis l'élaboration d'une méthodologie « *d'accompagnement des étudiants en situation de handicap conjuguant efficacement réussite universitaire et accès à l'emploi* » à partir des « bonnes pratiques » de l'Université d'Aarhus. Internationalement reconnue, l'expérience d'Aarhus est basée sur trois piliers : accompagnement personnalisé des étudiants en situation de handicap à l'Université, dans l'entreprise et formation des accompagnants à une posture professionnelle.

<sup>26</sup> Recensement MESR/DGESIP 2009-2010.

<sup>27</sup> Le projet « Univers'Emploi » propose une réponse à l'objectif du plan d'action 2006-2015 du Conseil de l'Europe pour les personnes handicapées (ligne d'action n°4) : "faciliter la transition efficace et effective entre les différentes phases du cursus éducatif ainsi qu'entre l'éducation et l'emploi".

Ainsi, durant le projet, le modèle d'Aarhus a dans un premier temps été adapté à la situation française. Puis, des entreprises ont été mobilisées pour permettre l'expérimentation du modèle adapté à la France auprès de 20 étudiants en situation de handicap dans les Universités partenaires du projet : Paris Ouest-Nanterre-La défense et Strasbourg.

### *La mobilisation des universités et des étudiants*

L'INS HEA a mobilisé différentes universités pour la phase d'expérimentation. En outre, il a semblé intéressant de pouvoir comparer l'expérimentation selon différents contextes d'organisation notamment au regard du degré d'implantation de la mission handicap.

Trois universités ont été mobilisées : l'université de Strasbourg, l'université de Paris Ouest Nanterre la Défense et l'université de Montpellier 1.

#### - L'université de Strasbourg

Avec près de 42 000 étudiants et 4 600 personnels, l'Université de Strasbourg est, aujourd'hui, l'université pluridisciplinaire la plus importante en nombre d'étudiants et de personnels en France. S'appuyant sur tous les domaines du savoir (disciplines juridiques, économiques et de gestion, les lettres et les sciences humaines et sociales, les sciences et technologies et les disciplines de santé), elle entend mener une politique innovante en termes de formation initiale et continue, de recherche, d'insertion professionnelle de ses étudiants tout en jouant un rôle majeur au cœur de la cité et sur la scène internationale.

Dotée d'une Mission Handicap intégrée au Service de la Vie Universitaire, l'Université de Strasbourg accueille et accompagne depuis 3 ans près de 200 étudiants handicapés ayant fait une demande d'aménagements de leur parcours et de leur cursus.

#### - L'université Paris Ouest Nanterre La Défense

L'Université Paris Ouest, qui accueille environ 31 500 étudiants, est implantée sur 3 sites : Nanterre, pour les secteurs juridiques, économiques et gestion, lettres et langues, arts, culture et information-communication, et techniques des activités physiques et sportives ; Ville d'Avray, pour le secteur technologies industrielles, carrières sociales, gestion des entreprises et des administrations ; Saint- Cloud, pour les formations aux métiers du livre et à la communication audiovisuelle. Le Service Handicap dépend du service commun CACIOPE (Centre d'accompagnement, de conseil, d'information, d'orientation sur les parcours personnalisés des étudiants). Il est l'interlocuteur privilégié des 267 étudiants recensés pour ce qui touche spécifiquement au handicap, temporaire ou permanent : handicaps moteur, sensoriel, auditif et psychologique, troubles spécifiques du langage, maladies évolutives ou invalidantes.



## - L'université de Montpellier 1

L'Université de Montpellier 1 rassemble 7 UFR (Droit, Médecine, Pharmacie, Odontologie, Sciences économiques, Administration économique et sociale, Sciences et techniques des activités physiques et sportives). Elle compte 23 512 étudiants, 979 enseignants et enseignants chercheurs et 936 personnels non enseignants. La cellule Handiversité, implantée au sein de la Direction des études et de la Vie étudiante en 2005, a pour mission d'accompagner les étudiants et personnels en situation de handicap.

En 2010-2011, 134 étudiants sont accompagnés par la cellule (dont 17 bénéficient d'un accompagnement humain).

### ***Critères de sélection des étudiants***

Dans le cadre de la participation au projet Univers'Emploi, les critères de sélection ont été discutés et arrêtés par l'ensemble du consortium :

- 20 étudiants de chaque pays
- Respect de la parité (50% de femmes, 50% d'hommes)
- En année de transition (fin de la licence (L3) ou fin du master (M2)). Toutefois, certains étudiants entrant en 4ème année d'études en alternance ont pu être retenus dans le projet.
- Difficultés avérées d'accès à l'emploi. Par exemple, des étudiants avaient redoublé leur dernière année car ils n'avaient pas pu trouver de stage l'année précédente, stage obligatoire pour la validation du diplôme. Ou bien encore, un étudiant s'était réinscrit à l'université faute de trouver un emploi.
- Une diversité du handicap de l'étudiant (physique, sensoriel, médical, mental). Ainsi, les étudiants atteints de dyslexie ou de dyspraxie n'ont pas été retenus.
- Une diversité des filières : étant donné que le cursus majoritaire à Montpellier est le droit et la gestion, il a semblé plus pertinent de ne pas inclure les étudiants en droit de Nanterre.

En accord avec les différents critères, 10 étudiants de l'université de Nanterre, 5 étudiants de l'université de Strasbourg et 5 étudiants de l'université de Montpellier 1 ont été retenus pour participer à l'expérimentation.

### ***Mobilisation des référents professionnels en entreprises***

Les critères de sélection des référents professionnels en entreprises ont également été discutés et arrêtés par l'ensemble du consortium :

- professionnels en emploi
- dans une fonction d'encadrement ou un poste de haut niveau
- dans trois types d'organisation (publiques, privées, associatives). En France, les entreprises sélectionnées appartiennent au secteur public ou privé.



- en situation de handicap. Ce critère est facultatif en France. En effet, la méthodologie d'Aarhus préconise une rencontre avec un référent professionnel également en situation de handicap, pour créer une relation d'égal à égal avec l'étudiant et pour favoriser une identification positive. Mais il y a trop peu de travailleurs handicapés cadres aujourd'hui en France pour que ce critère soit obligatoire dans le cadre de l'expérimentation. Lorsque cela s'est présenté, les référents professionnels en situation de handicap qui répondaient également aux autres critères ont été retenus pour l'expérimentation.

Les entreprises ont été mobilisées via trois vecteurs : l'INSHEA, les services de l'université et l'association Tremplin.

Certaines entreprises ont été contactées par l'INS HEA, grâce à leur proximité territoriale, ou grâce à des liens préexistants. Par exemple, la Mairie de Suresnes, la Mairie de Paris, Pôle emploi, la Maison de l'Emploi et de la Formation de Nanterre, ont été informés par l'INS HEA et invités à participer au projet.

Une réunion de présentation a été proposée et organisée en juillet 2011 par la MEF de Nanterre. Cette réunion d'information a permis de communiquer auprès de 19 entreprises des secteurs publics et privés. Au final, six référents professionnels de deux entreprises publiques ont participé au projet.

D'autres entreprises ont été contactées via l'université de Strasbourg, via notamment une fondation qui regroupe des entreprises partenaires avec qui l'université avait déjà travaillé sur des projets antérieurs. Ainsi, trois entreprises ont été mobilisées par la responsable du service Handicap de l'université (Crédit Agricole Alsace Vosges, Communauté Urbaine de Strasbourg, Electricité de Strasbourg). Des réunions d'information ont été organisées en vue d'expliquer la nature et les objectifs du projet, ainsi que le rôle attendu des référents professionnels. Trois référents professionnels de trois entreprises différentes ont participé au projet.

Enfin, une autre partie des entreprises a été mobilisée via l'association Tremplin. Créée en 1992 à l'initiative de quatre grands groupes, l'association est soutenue par près de 180 entreprises implantées partout en France, et administrée par cinq d'entre elles : AG2R – La Mondiale, Capgemini, IBM, PMU et SPIE. L'association Tremplin a mobilisé directement certaines entreprises partenaires, par mail ou par téléphone. Ainsi, 180 entreprises en Ile-de-France ont été informées du projet en 2011. L'association a par ailleurs mobilisé les référents professionnels de filiales de ses entreprises adhérentes à Strasbourg, à Montpellier et dans les autres pays du Consortium. Au total, 20 entreprises ont été sensibilisées au projet, et informées de la méthodologie d'accompagnement des étudiants en situation de handicap. Au total, 20 référents, travaillant dans 10 entreprises différentes, se sont positionnés comme volontaires pour accompagner un étudiant, en communiquant leur CV à l'association Tremplin. Onze référents professionnels de cinq entreprises privées différentes ont finalement participé au projet.

## **Constitution des binômes étudiants/référents professionnels**

Une fois les référents professionnels « recrutés », chacun des étudiants retenus pour le projet a été reçu dans le cadre d'une évaluation de ses besoins académiques et professionnels. Le « Guide pour l'évaluation des besoins académiques et professionnels » a été utilisé, par le chargé d'accueil handicap pour la partie évaluation des besoins académiques, et par l'association Tremplin pour la partie évaluation des besoins professionnels.

La constitution des binômes étudiants/référents professionnels a été réalisée par l'association Tremplin en lien avec l'INS HEA, après l'évaluation des besoins académiques et professionnels de l'étudiant, au regard de ses souhaits et aspirations.

Points examinés pour les étudiants :

- la maturité du projet professionnel
- la concordance ou non du projet professionnel avec les études
- l'existence ou d'une expérience professionnelle antérieure (ou stage)
- la personnalité

Points examinés pour les référents professionnels :

- le type de secteur (secteur public ou privé)
- le poste occupé
- la concordance ou non du domaine d'activité du référent professionnel avec le domaine d'études de l'étudiant
- la personnalité

### **Les outils utilisés, genèse et adaptation :**

On peut distinguer les outils proposés aux chargés d'accueil, d'une part, et ceux proposés aux référents professionnels, d'autre part.

Ces outils ont été travaillés en commun pour les adapter à chacun des contextes des quatre pays.

Les chargés de mission handicap, ainsi que l'association Tremplin se sont rencontrés lors d'une journée de travail à l'INS HEA et lors du séminaire de formation à Strasbourg en 2011. Ces journées ont été l'occasion de travaux et de formation sur les outils danois et notamment sur le « Guide d'évaluation. »

Les outils proposés aux chargés de mission handicap des trois universités partenaires ont été retravaillés et améliorés au fur et à mesure de l'avancée du projet dans des groupes de travail (lire plus loin). Par exemple en France, mentionner des informations médicales dans un « Guide d'évaluation » n'est pas permis. Par ailleurs, la dimension professionnelle, qui n'existait pas dans le modèle danois du « Guide d'évaluation », a été ajoutée.

Concernant les référents professionnels, une journée de sensibilisation-formation à ces outils a été organisée par l'INSHEA et l'association Tremplin dans chacune des trois universités. Il

s'agissait de présenter le projet et de travailler plus particulièrement la posture du référent professionnel. Pour cela, le référent professionnel disposait de plusieurs outils :

- Le guide des quatre entretiens

Cet outil guide le référent professionnel sur les objectifs et le déroulement des quatre entretiens. Ce mémo a été mis à disposition des référents professionnels lors du premier groupe de travail.

- La feuille de route

La feuille de route est un outil qui synthétise les points abordés lors de l'entretien entre l'étudiant et son référent professionnel, et qui liste les actions à entreprendre (engagements de l'étudiant) pour la prochaine rencontre.

- La charte

La charte précise les engagements mutuels pendant la durée de l'accompagnement. Elle a été signée lors de la première rencontre de l'étudiant et du référent professionnel.

Ici, aussi, ces outils ont fait l'objet de discussions et d'échanges approfondis dans le cadre de groupe de travail ce qui a permis, d'améliorer, en substance, leur qualité.

### ***Modalités de l'expérimentation***

L'objectif de l'accompagnement proposé dans le cadre du projet Univers' Emploi est de faire profiter des étudiants en situation de handicap de la connaissance et l'expérience du monde du travail que les référents professionnels ont pu acquérir afin de faciliter leur entrée dans le marché du travail.

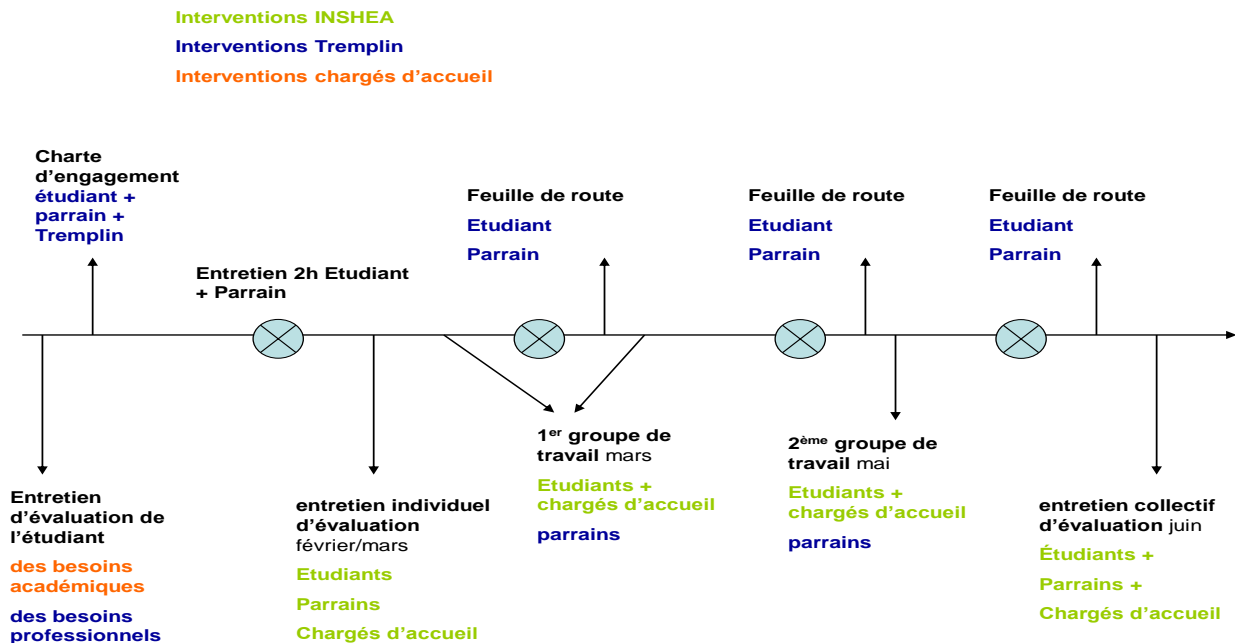
Cette méthode d'accompagnement est fondée sur une approche co-constructive où étudiants et référents professionnels (du secteur privé ou public) travaillent ensemble sur la transition vers l'emploi.

La relation entre l'étudiant et le référent professionnel est ainsi une relation d'égal à égal basé sur le respect mutuel et la confiance. La décision concernant les actions à mener appartient in fine à l'étudiant.

L'objectif final de cet accompagnement n'est pas que l'étudiant soit recruté dans la société du référent professionnel, mais que ce dernier lui transmette comment gérer plus efficacement sa fin d'étude et par là même sa transition vers l'emploi.

L'expérimentation a eu lieu de la façon suivante:

**Figure 1: Les étapes de l'expérimentation:**



L'expérimentation s'est concrétisée en France par la signature de la charte d'engagement. Chacune des universités partenaires a organisé un événement autour de la signature de la charte.

Ont été invités à cet événement :

- les étudiants participant au projet,
- leurs référents professionnels,
- les responsables des missions handicap des entreprises partenaires,
- les chargés d'accueil handicap des universités,
- les responsables des chargés d'accueil handicap des universités,
- les chercheurs de l'INS HEA,
- Tremplin – Etudes, Handicap, Entreprises.

A Nanterre et Strasbourg, un ou deux journalistes ont également été conviés.

Après lecture de la charte, chacun des binômes a été présenté et invité à la signature.

Lors de cette toute première rencontre, étudiants et référents professionnels ont été invités à prendre date pour le premier rendez-vous sur le lieu de travail du référent professionnel.

### *Les rencontres entre étudiants et référents professionnels*

Les référents professionnels avaient pour mission de recevoir les étudiants dans un environnement professionnel et bienveillant, généralement sur le lieu de travail du référent professionnel dans le cadre d'un rendez-vous en tête-à-tête, librement choisi.

Dès le départ, il est clair que cet entretien est sans enjeu ni pour l'étudiant ni pour le référent professionnel. De plus, les actions réalisées dans le cadre de ces entretiens sont liés aux besoins de l'étudiant. Il peut s'agir d'un travail sur :

- le projet professionnel
- les techniques de recherches d'emploi
- le réseau professionnel
- les postures professionnelles
- la confiance en soi
- l'annonce du handicap

A l'issue de chaque entretien, l'étudiant et le référent professionnel remplissent ensemble une feuille de route qui reprend formellement les points abordés et les actions à mener.

### *Les groupes de travail*

Dans chacune des trois villes, trois groupes de travail d'une demi-journée ont été organisés conjointement par l'INSHEA et l'association Tremplin pour chacune des populations. Les deux premiers groupes de travail regroupaient une même population et le dernier groupe de travail a regroupé l'ensemble de la population étudiée.

Ainsi, le groupe de travail Entreprises regroupait les référents professionnels ainsi que des salariés des entreprises partenaires, intéressés par la question du handicap tandis que le groupe de travail Université regroupait les étudiants et chargés d'accueil et parfois des membres du service d'orientation professionnelle.

Ces groupes de travail étaient construits de la façon suivante :

- faire un point de l'état de l'accompagnement
- faire un retour sur la méthodologie
- faire un travail sur les outils

Par ailleurs, le dernier groupe de travail, co-animé par l'association Tremplin et l'INSHEA a eu lieu une fois l'accompagnement terminé. Il regroupait l'ensemble des acteurs : étudiants, référents professionnels, salariés intéressés par la question du handicap, chargés d'accueil et leurs collègues du Bureau d'Information et d'Orientation Professionnelle, enseignants...

Ce dernier groupe de travail reprenait les thèmes abordés lors de l'entretien de recherche mené avec chacun des acteurs en insistant plus spécifiquement sur les effets de l'accompagnement.

## **L'analyse des indicateurs retenus**

La méthodologie pour la construction d'un parcours d'accompagnement des étudiants à besoins éducatifs particuliers vers l'emploi, inspirée de l'approche philosophique de l'université d'Aarhus au Danemark, pose que la proactivité de l'étudiant est essentielle. Les indicateurs s'organisent autour de quatre dimensions :

**- L'engagement :**

il s'agit de mettre l'ensemble des acteurs (étudiants, chargé d'accueil des universités, référent professionnels des entreprises, structure d'accompagnement) en situation de s'engager et de participer au projet. Pour cela, deux groupes d'indicateurs ont été retenus : un premier groupe d'indicateurs relie la qualité aux attentes de chacun des acteurs.

- Les attentes pour participer au projet et les raisons pour lesquelles il participe
- Les attentes vis-à-vis de l'emploi
- Les attentes vis-à-vis des différents acteurs (au regard de dimensions spécifiques à l'accompagnement).

Le second groupe d'indicateurs relie la qualité au travail réalisé pour favoriser l'engagement de chacun des acteurs.

- Les conditions nécessaires à leur engagement
- Les actions réalisées pour faire émerger ou entretenir la motivation et l'engagement au projet
- Les conditions réunies pour permettre à chacun des acteurs de respecter ses engagements, notamment au regard de sa mobilisation à chacune des étapes

**- La méthode de l'accompagnement vers l'emploi :** quelles sont les compétences, les capacités et les aptitudes en jeu ? Il s'agit de la mise en sens du travail d'accompagnement, décliné en trois points : l'évaluation des besoins, la définition du projet professionnel, et l'articulation entre la dimension académique et la dimension professionnelle. L'évaluation des besoins s'appuie sur les neuf critères pris en considération dans la méthodologie d'Aarhus.

Un premier groupe d'indicateurs relie la qualité à l'évaluation des normes académiques (où en est l'étudiant ?)

- Potentiel de développement de l'étudiant au regard des normes académiques
- L'évaluation a pris en considération les neuf modalités : académiques, cognitives, processus d'apprentissage, motivation, relations sociales, langue et culture, stratégies de vie, rapport à soi, relations au corps.
- Définition des objectifs en lien avec le cursus universitaire
- Potentiel de développement de l'étudiant au regard des normes professionnelles
- L'évaluation a pris en considération les normes professionnelles

Un second groupe d'indicateurs relie la qualité au projet d'accompagnement vers l'emploi de l'étudiant (qu'ambitionne-t-on pour cet étudiant ?)

- Définition d'un projet d'accompagnement organisé autour d'un plan de transition
- Définition des objectifs en lien avec l'objectif professionnel
- Organisation du projet d'accompagnement autour d'un projet professionnel
- Mobilisation des stages, des expériences extra-professionnelles...

Un troisième groupe d'indicateurs relie la qualité à l'articulation des normes académiques et des normes professionnelles (que mobilise-t-on pour la réussite ?)

- Identification de la forme et des moyens de l'accompagnement (soutiens et aménagements)



- Moyens techniques, humains, pédagogiques... mobilisés pour mettre l'étudiant en position d'être compétent

- **Le processus ou système de coopération, défini selon deux axes** : le premier point concerne la « mise en scène » ou l'organisation des acteurs, ou comment les différents acteurs se placent les uns par rapport aux autres ; le second point concerne les modalités de coopération entre eux.

Un premier groupe d'indicateurs relie la qualité à la « mise en scène » ou l'organisation de l'accompagnement.

- La distribution des rôles et la division des tâches de chacun

Un second type d'indicateurs relie la qualité à la qualité des liens et aux modalités de la coopération entre les acteurs.

- Le système de coopération entre les acteurs

- Les conditions pour pouvoir participer aux différentes rencontres programmées

- Les conditions pour pouvoir participer aux différents retours d'expérience

- La place de chacun des acteurs (a-t-il été mis en situation d'être proactif dans les échanges et dans la définition des engagements)

- **La mise en compétence des acteurs, ou l'effet capacitant du projet**, autrement dit l'acquisition d'un rapport au futur permettant de se sentir capable. Le premier groupe d'indicateurs relie la qualité à une dimension individuelle, au sentiment de se sentir capable

- Meilleure estime de soi

- Conscience de ses propres ressources

- Développement de l'autonomie (pro-actifs)

- Développement de la capacité à penser l'impact de la déficience

Le second groupe d'indicateurs relie la qualité à la dimension sociale, le rapport aux autres

- Sentiment d'inclusion au groupe

- Emergence de compétences relatives aux relations sociales

- Développement de la capacité à parler de la compensation de la déficience

Le troisième groupe d'indicateurs relie la qualité à une amélioration du rapport au futur professionnel des étudiants.

- En quoi le projet bâtit un rapport au futur ?

- En quoi le projet permet l'évolution :

- du rapport au travail, du projet professionnel, du rapport à soi, de la relation au corps, des relations à autrui, des responsabilités... ?

L'ensemble de ces indicateurs ont été élaborés et validés par les partenaires européens et ont été la base de notre recherche.

## PARTIE II: PRESENTATION DES RESULTATS DE LA RECHERCHE

Cette partie est composée de cinq chapitres:

- Le premier sera consacré à la présentation des caractéristiques sociodémographiques des étudiants et des référents professionnels qui ont participé à l'expérimentation. Au préalable, le chapitre débutera par une présentation précise de la méthodologie de la recherche.

Les quatre chapitres suivants reprennent tour à tour les quatre dimensions privilégiées tout au long de la recherche :

- Engagement : le deuxième chapitre examine le processus de mise en œuvre initial du projet d'Univers'Emploi en se demandant comment les différents acteurs ont été mobilisés pour le projet et dans quelle mesure le projet a permis ou facilité leur engagement. Cette question est très importante car elle permettra, en se fondant sur l'analyse des résultats, de réfléchir et d'avancer des recommandations pour améliorer l'engagement des acteurs et ce, dès la mise en œuvre de tout nouveau projet
- Coopération : ce chapitre étudie la manière dont le projet a ou non créé ou facilité des synergies à travers la communication et à la coopération entre les différents acteurs et institutions.
- La méthode d'accompagnement vers l'emploi : ce chapitre présente d'une part, la façon dont l'accompagnement a été techniquement réalisé par les référents professionnels et les chargés d'accueil de l'Université et d'autre part, la manière dont les différents acteurs ont perçu ce processus. Les résultats présentés débutent par l'analyse de l'évaluation des besoins des étudiants effectués conjointement par le chargé d'accueil Handicap et l'association Tremplin.
- Les effets du projet: ce chapitre explore les effets capacitant du projet pour l'ensemble des acteurs.

## CHAPITRE I: PRESENTATION DE LA METHODOLOGIE DE RECHERCHE

### 1. Les acteurs de la recherche

Trois types d'acteurs ont été au cœur de notre recherche :

- 20 étudiants (11 hommes et 9 femmes)
- 20 référents (13 hommes et 7 femmes)
- 3 chargés d'accueil handicap (un par Université ; (2 femmes, 1 homme).

Le tableau ci-dessus présente l'ensemble des acteurs :

**Figure 2: Caractéristiques des étudiants et référents professionnels ayant participé au projet**

étudiant	Université	F/M	Etudes	Niveau	Handicap	Référent professionnel	F/M	Public/privé	Handicap
S 10	Nanterre	M	Administration Economique et Sociale	5	Sensoriel	P 10	M	Privé	
S 9	Nanterre	M	Comptabilité	4	Moteur	P 9	M	Privé	Sensoriel
S 11	Nanterre	F	Marketing	5	Moteur	P 11	M	Privé	Sensoriel
S 12	Nanterre	M	Lettres Modernes	4	Moteur	P L12	F	public	
S 5	Nanterre	F	Information - communication	4	Sensoriel	P 5	M	public	
S4	Nanterre	M	Préparation aux concours	5	Moteur	P4	F	public	Sensoriel
S 3	Nanterre	M	Banques et Finances	3	Sensoriel	P 3	F	Privé	
S 7	Nanterre	M	Administration Economique et Sociale	4	Psychique	P 7	F	Public	
S 13	Nanterre	M	Economie	5	Sensoriel	P 13	M	Privé	
S 14	Nanterre	F	Psychologie	5	Sensoriel	P 14	M	Public	
S 15	Strasbourg	F	Langue	5	Sensoriel	P 15	M	Privé	
S 16	Strasbourg	M	Finance - legal and financial management	5	Moteur	P 16	F	Privé	
S 17	Strasbourg	M	Informatique	3	Moteur	P 17	M	Privé	
S 18	Strasbourg	F	Sciences de la vie et de la terre	3	Sensoriel	P 18	M	Privé	
S 6	Strasbourg	F	Biologie	3	Sensoriel	P 6	M	Public	
S 19	Montpellier	F	Sport	5	Moteur	P 19	M	Privé	
S 20	Montpellier	M	Administration Economique et Sociale	3	Sensoriel	P 20	M	Privé	
S 2	Montpellier	F	Droit pénal	5	Moteur	P 2	F	Privé	
S 1	Montpellier	F	Management	3	Moteur	P 1	M	Privé	
S8	Montpellier	M	Sport	5	Sensoriel	P8	F	Privé	

Parmi les étudiants, dix sont inscrits à l'Université de Nanterre, cinq à l'Université de Strasbourg et cinq à l'Université de Montpellier I. Parmi ces étudiants dix étudient dans le domaine de l'économie et gestion (finance, comptabilité, marketing, management et gestion publique), trois en langues, littérature et communication, deux en sport, deux

en sciences (sciences de la terre et biologie), un en psychologie, un en informatique et un dernier en droit criminel. Dix étudiants sont en 5<sup>ème</sup> année, quatre en 4<sup>ème</sup> année, six en 3<sup>ème</sup> année. Huit étudiants ont un handicap physique, six ont un handicap visuel, quatre ont un handicap auditif, un a un handicap psychique.

Parmi les référents professionnels, quatorze proviennent d'entreprises privées, et six d'organisations publiques. Trois des référents ont un handicap visuel.

## 2. Présentation de la méthodologie de recherche

La démarche est résolument qualitative. La phase d'évaluation du projet a été nourrie d'un matériau riche et diversifié centré sur une approche compréhensive. Des entretiens individuels semi-directifs ont été menés avec l'ensemble des étudiants, des référents professionnels et des chargés d'accueil. Les groupes de travail dont l'entretien collectif final, faisant partie de l'expérimentation, ont également été exploités.

- **les entretiens semi-directifs de recherche**, menés par l'INSHEA, réalisés individuellement avec chacun des référents professionnels, les étudiants et les chargés d'accueil.

Au total, 43 entretiens de recherche ont été menés (20 étudiants, 20 référents professionnels et 3 chargés d'accueil). Les entretiens ont été menés en s'appuyant sur une grille d'entretien construite autour des quatre dimensions des indicateurs : l'engagement, la méthodologie d'accompagnement, la coopération entre les acteurs et les effets de l'accompagnement.

Chacun des trois chargés d'accueil ont été principalement interviewés à la fin de l'expérimentation.

Les étudiants et référents professionnels ont été interviewés en cours d'accompagnement, après qu'ait eu lieu le premier entretien.

Les entretiens ont généralement duré autour de deux heures. Ils ont été enregistrés puis synthétisés dans des grilles d'analyse élaborées par l'équipe de recherche.

- **le verbatim des groupes de travail**, organisés conjointement par l'INSHEA et l'association Tremplin.

Le premier groupe de travail a permis une réflexion sur la méthodologie mise en place et les outils utilisés en invitant chaque groupe d'acteurs (étudiants et référents professionnels) à partager leurs expériences.

Le deuxième groupe de travail a eu pour objectif de poursuivre la réflexion sur les outils en se focalisant sur le contenu d'un kit de formation à destination des référents professionnels.

Ces retours d'expérience ont permis de mettre en lumière les points importants de l'accompagnement. De même qu'ils ont rendu possible la discussion autour des éléments à prendre en compte pour pouvoir être force de propositions.

- **l'entretien collectif**, organisé conjointement par l'INSHEA et l'association Tremplin, réalisé, dans chacune des trois villes, regroupant ensemble référents professionnels, étudiants et

chargés d'accueil, en fin d'expérimentation. Ils ont été menés à partir de la même grille d'entretien que celle utilisée pour les entretiens individuels.

- **le questionnaire final** : administré par l'INSHEA, auprès des étudiants, des référents professionnels, à l'issue de l'entretien collectif. Il a permis de recueillir, via des questions fermées, des compléments d'informations. Parmi les étudiants, 5 étudiants n'ont pas répondu au questionnaire (absent en raison d'un stage ou d'un emploi d'été). Parmi les référents professionnels, un seul n'a pas répondu.

- **les feuilles de routes** : Co-remplies par l'étudiant et le référent professionnel après chaque entretien puis, envoyées à l'association Tremplin, les feuilles de route ont constitué une source d'information importante dans la mesure où elles retraçaient les actions réalisées, en cours et à effectuer.

Ces données ont ensuite été rentrées dans une grille d'analyse, élaborée par l'équipe de recherche pour chaque type d'acteurs, afin d'en faciliter l'analyse thématique.

## CHAPITRE II : ENGAGEMENT

Ce chapitre présente les différentes modalités d'engagement au projet pour chacun des acteurs. Cela revient à s'interroger sur les perceptions dont ils ont été porteurs afin de mieux saisir, in fine, les leviers à un engagement éclairé.

### 1. Perceptions des étudiants

L'ensemble des étudiants a eu une première connaissance du projet à travers le service handicap de leur université, et plus précisément via le chargé d'accueil.

Le rôle de ce dernier a été central dans la mesure où il a été l'interface entre les étudiants, la structure d'accompagnement en charge de l'expérimentation et l'INSHEA. Ainsi, on note un lien très fort entre la manière dont les étudiants ont été mobilisés et la perception qu'ils ont du projet.

- ✓ Une mobilisation variable

La mobilisation a été effectuée de façon variée selon un certain nombre de facteurs :

- La stratégie des universités
- Le degré d'interconnaissance entre étudiants et chargé d'accueil (CA)
- La réaction des étudiants

Rappelons que le service handicap n'est pas toujours situé sur le même site que l'université, obligeant les étudiants qui s'y rendent à emprunter un autre chemin ou faire un détour. S'il ne s'agit pas véritablement d'une stratégie consciente des universités, cet emplacement peut expliquer un moindre recours de la part des étudiants handicapés et par là même moins d'occasions pour le chargé d'accueil de connaître les étudiants et de les mobiliser autour d'événements ou de projet tels qu'Univers' Emploi

Quand l'étudiant se rend régulièrement au service handicap, des liens de proximité indéniables se créent alors entre l'étudiant et le chargé d'accueil. Dans cette configuration, c'est d'abord de façon informelle et personnalisée que l'étudiant a eu connaissance d'Univers' Emploi. C'est particulièrement le cas dans une université.

*« CA1 m'en a parlé une fois quand j'étais dans son bureau. Il m'a dit que ce serait bien que j'y participe ; » S4*

*« CA1 m'a dit que c'était un projet intéressant, je me suis dit pourquoi pas ? » S11*



Quand le lien est moins fort -ou plus complexe à entretenir- (notamment lorsque le service handicap n'est pas situé à proximité du lieu où les cours sont dispensés) c'est par mail que l'étudiant a d'abord été informé du projet. Et là, les étudiants ont réagi de différentes manières.

Certains étudiants ont directement répondu au mail :

*« CA1 m'a envoyé un mail. Je suis passé le voir après » S12.*

*« CA3 a envoyé un mail commun à tout le monde. J'ai lu le mail. Je tiens à dire que le mail était particulièrement clair(...) J'ai tout de suite répondu en disant que ça m'intéresse. (...) Après, j'ai été convoquée pour un entretien avec CA3, une enseignante et Monsieur X [le responsable de la structure d'accompagnement]. » S19*

D'autres n'ont pas répondu et le chargé d'accueil a ainsi dû adapter sa stratégie en les appelant individuellement:

*« J'ai vu passer un mail mais je n'ai pas répondu parce que pour moi l'insertion professionnelle ne se pose pas immédiatement. Mais après CA3 m'a appelé pour me dire que ce serait bien pour moi de participer qu'il allait y avoir des avantages et que le projet c'était important qu'il y ait des participants. » S1*

*« J'ai reçu un mail mais je n'ai pas fait très attention. Et après CA3 m'a appelé pour m'expliquer le projet » S2*

Ainsi, on voit qu'au sein d'une même université, une seule manière de mobiliser a été mise en place : envoyer un mail. Or, tous les étudiants ne se sont pas sentis spontanément concernés par le projet. Dans ce dernier cas, le chargé d'accueil a du relancer pour justifier de l'intérêt du projet et faire en sorte que l'étudiant se sente concerné.

Au sein d'une autre université, après en avoir informé individuellement chaque étudiant (par mail ou de vive voix), le chargé d'accueil a organisé une réunion collective d'information durant laquelle le projet a été présenté :

*« J'ai eu connaissance d'UE par mail mais je n'ai pas pu assister à la réunion de présentation de présentation faite par CA2. J'ai eu un bref entretien avec CA2 : moi, je lui ai dit que j'hésitais entre poursuivre mes études et aller travailler mais elle m'a dit que ce n'était pas grave » S6*

*« CA2 m'en a parlé et après j'ai assisté à la réunion d'information » S15*

*« Je me suis engagé de suite dans le projet parce que CA2 m'en avait parlé en début d'année universitaire et parce que ça correspondait exactement à*

*mes attentes : trouver un stage et permettre d'avoir un accompagnement permettant la transition du domaine universitaire à l'emploi » S17*

Ainsi, on voit qu'il n'a pas été question d'une politique de mobilisation homogène aux trois universités ou à l'ensemble des étudiants mais que chaque chargé d'accueil, en fonction des étudiants qu'il pressentait pour le projet, a adapté sa stratégie de mobilisation pour favoriser l'engagement des étudiants.

Au-delà de ces conditions factuelles et organisationnelles, il est important d'évoquer la perception que les étudiants avaient du projet.

✓ La perception du projet

La façon dont Univers' Emploi a été présenté aux étudiants est centrale pour comprendre la perception que ces derniers en ont. Dans la lignée des travaux d'Antonowsky<sup>28</sup> qui relie la mobilisation des étudiants au sentiment de cohérence, on distinguera la compréhension, la gérabilité et la question du sens comme autant d'indicateurs permettant de saisir au mieux la manière dont les étudiants ont perçu le projet.

### **Univers'Emploi, un projet compris**

Si l'ensemble des étudiants a compris Univers' Emploi comme étant une possibilité d'être mieux outillé pour l'insertion professionnelle, le degré de compréhension dépend d'un certain nombre de facteurs. Cela montre qu'ils ont reçu une information identique, suffisamment répétée au point de retrouver dans leurs propres propos des termes identiques : *méthodologie d'accompagnement, transition vers l'emploi...* D'ailleurs, tous les étudiants font le constat d'un manque de lien entre l'université et le monde professionnel. Et, le projet vient remédier à cette dichotomie.

*« C'est vrai que je trouvais que le lien entre étude et emploi manquait donc c'était intéressant. En plus l'avantage c'était d'être avec des professionnels et pas des enseignants. » S1*

*« Dès qu'il m'en a parlé, j'étais tout de suite emballé... c'est un projet ambitieux de faire le lien entre étude et insertion professionnelle parce que c'est totalement différent. » S19*

*« J'ai toujours pensé qu'il y avait un manque de communication et un manque d'information entre les études et le marché de l'emploi. (...) Avant mon accident, c'était pas gênant parce que j'étais sûre que je voulais être prof mais depuis que je veux travailler dans le privé, après en avoir discuté*

<sup>28</sup> Antonovsky, A. (1994). *The sense of coherence : an historical and future perspective*. In Mc Cubbin, H.I. et al. *Stress coping and health in families. Sense of Coherence and Resiliency*. Resiliency in families, Series, London : Sage Publications,

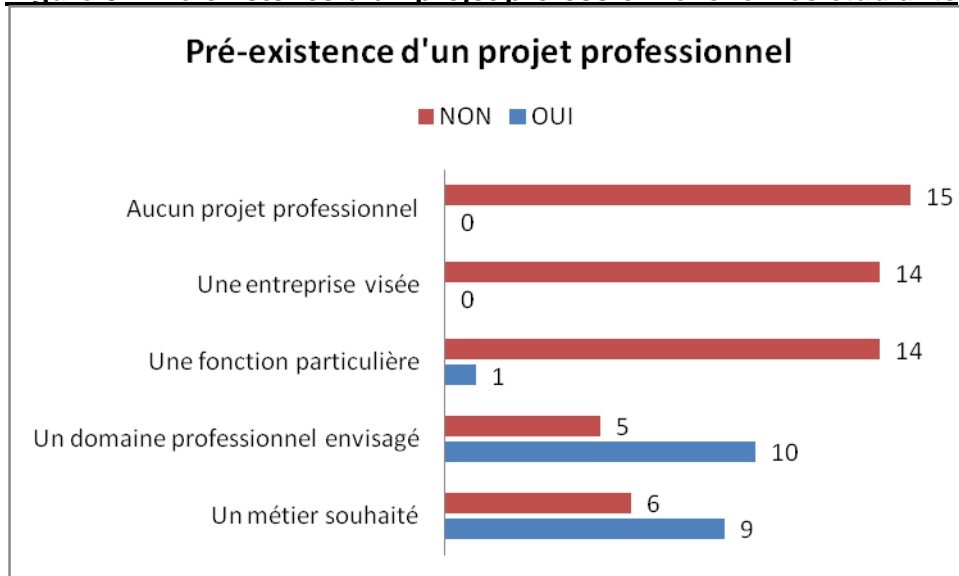
avec mon frère et mes parents, je trouve que l'université ne nous prépare pas du tout à ça ». S19

« L'université ne permet pas cette transition ! les profs ne vont pas se casser la tête! Mettre les étudiants au courant des offres, de leur proposer leur propre expérience, de les conseiller...non, non, ce n'est pas le cas, comme il n'a pas de lien dans les enseignements ! C'est une formation strictement académique ! » « c'est un projet qui vise à offrir aux étudiants handicapés un accompagnement, ça permet aussi d'aider des étudiants en difficulté à faire les démarches pour chercher un travail ou être en contact avec le monde du travail. Ça m'intéressait » ; « c'était intéressant pour moi de rentrer dedans, d'avoir ce contact avec le monde du travail » S15

Ceci étant dit, le degré de compréhension d'Univers' Emploi dépend du degré de précision du projet de l'étudiant.

La figure suivante reprend les réponses apportées à l'existence d'un projet professionnel avant d'intégrer le projet Univers' Emploi. On voit bien que près de la moitié des étudiants a comme projet un métier ou domaine professionnel envisagé. Aucun étudiant ne déclare pour autant ne pas avoir de projet professionnel ou d'entreprise visée.

**Figure 3 : Pré-existence d'un projet professionnel chez les étudiants**



Les étudiants ayant un projet professionnel précis ont tendance à comprendre Univers' Emploi comme un moyen concret de faciliter leur insertion professionnelle.

« Moi, je sais depuis longtemps ce que je veux faire et je pensais que j'allais trouver mon stage dans l'entreprise X et pourquoi pas après travailler directement chez eux (...) ou que mon référent professionnel serait de cette entreprise pour m'aider à y mettre un pied» S11

Le projet professionnel peut se décliner sur le court terme par l'obligation d'accéder à un emploi que l'étudiant ne veut pas réduire uniquement à la dimension alimentaire.

On peut citer l'exemple d'un étudiant qui cherche avant même un emploi à l'issue de ses études, un emploi qu'il peut mener conjointement durant ses études pour subvenir à ses besoins et ne plus dépendre financièrement de ses parents. Cet étudiant a compris le projet Univers' Emploi comme un moyen d'avoir des contacts précis et pourquoi pas intégrer l'entreprise de son référent professionnel dans le cadre d'un job d'été ou d'un mi-temps tout au long de l'année. (S12)

A contrario, plus le projet professionnel est flou, plus l'étudiant a tendance à comprendre Univers' Emploi comme une aide pour préciser son projet professionnel. Ce même étudiant, lorsqu'il évoque son « vrai projet professionnel », à comprendre comme l'emploi qu'il veut exercer une fois ses études terminées, est pour le moins imprécis ou du moins ouvert et ne veut se fermer aucune porte :

*« J'ai plein d'idées en tête mais j'ai besoin qu'elle [la référent professionnel] m'aide pour y voir clair C'est bien de voir les différents procédés qui sont mis en place dans l'accompagnement : être accompagné, être conseillé, nous montrer les différentes ficelles entre guillemets pour décrocher un emploi. (...) être aidé dans la recherche, se mettre dans la voie, c'est déjà important. Après, on verra comment les choses vont évoluer. (...) Parce que la recherche c'est important mais pourquoi pas être recruté. (...) pourquoi pas aussi voir des perspectives [dans l'entreprise de la référent professionnel] j'aimerais qu'on me présente le travail, comment on travaille, comment accomplir les tâches ça m'aide à cibler mes préférences (...) me faire mon idée sur ce que je veux faire et discuter avec elle [ le référent professionnel] » S12*

Pour les étudiants les plus éloignés du monde du travail, ceux qui ont le moins d'expérience professionnelle, Univers' Emploi est compris comme un moyen de découvrir le monde professionnel :

*« J'aimerais bien savoir ce que je vais faire après et puis voir un peu comment c'est quoi le monde du travail » S16*

*« Ça pourrait éventuellement me permettre de découvrir la vie professionnelle » S6*

Une autre étudiante se souvient :

*« Au début c'est vrai que c'était un peu flou, un peu théorique ; on voyait pas clairement comment ça allait se mettre en place, mais après la signature des chartes, plus ou moins, c'était clair, je savais comment allaient s'organiser les mois suivants et puis j'ai eu le premier RDV avec mon référent et puis là c'était concret! » S15*

La compréhension du projet est également à liée à la relation de confiance que certains étudiants entretiennent avec le chargé d'accueil. Le seul fait que ce projet ait été proposé par le chargé d'accueil suffit à lui donner des gages non seulement de compréhension mais surtout d'apports probables.

*« CA1 nous connaît bien, s'il nous propose quelque chose c'est qu'il sait que ça peut nous apporter ».*

Un autre étudiant dont la priorité était la recherche d'un stage pour valider son année universitaire, a eu du mal à comprendre le projet tout en y trouvant un intérêt et c'est ici aussi, le chargé d'accueil qui dissipera ses incompréhensions et rendra possible son engagement dans le projet :

*« Je me disais encore un projet...qui sert à rien...et puis CA2 a insisté, m'a expliqué...CA2 aussi a bien vendu son projet ! » ; selon FR, Univers' Emploi était l'occasion d'avoir des contacts et « moi comme j'avais rien à perdre, j'allais pas rester comme ça sans rien faire...vaut mieux tenter quelque chose...voilà, c'est comme ça que je suis venu au projet, par intérêt personnel on va dire ! » S15*

Une étudiante précise que le projet était clairement présenté pour peu qu'on prenne le temps de lire le mail envoyé par le chargé d'accueil :

*« Je l'ai lu en entier parce que j'étais étonnée le jour de la signature de la charte, pendant qu'on vous attendait un étudiant disait qu'il ne savait pas trop ce qu'il faisait là, que c'était pas clair, qu'il n'avait rien compris... il n'arrêtait pas de souffler et de se plaindre, je voulais lui dire « mais, t'es sûr que t'as lu le mail jusqu'au bout ? » Je suis sûre qu'il ne l'a pas lu jusqu'au bout parce que moi, justement, je trouvais que c'était bien clair. Mais, c'est à chacun de se responsabiliser et les autres ne peuvent pas tout faire à notre place. Si on nous envoie un mail, il faut le lire. C'est pas aux autres de nous mâcher le travail et si on comprend pas, on peut poser des questions mais faut d'abord lire le mail. »*

Ainsi, s'engager dans Univers'Emploi consistait à clairement se positionner comme un étudiant actif, adoptant le comportement attendu et faisant preuve de l'autonomie nécessaire. C'est comme si, l'étudiant en acceptant de participer à ce projet donnait le gage de son « employabilité » et montre, aux yeux de tous, qu'il en a intégré la norme (« se responsabiliser », ...).

### **La gérabilité du projet Univers' Emploi**

La notion de pouvoir gérer le projet implique que les étudiants aient été placés en mesure d'être convaincus de leur capacité à avoir les ressources nécessaires pour faire face aux exigences du projet.

En l'espèce, c'est l'articulation des exigences du projet aux obligations estudiantines qui ont été parfois en tension.

Pour les étudiants, et plus particulièrement ceux qui sont en année de transition, le temps constitue un enjeu majeur. Cela s'est naturellement ressenti dans leur manière de gérer le projet.

Ainsi, le projet a été présenté aux étudiants comme ne prenant pas beaucoup de temps. Or, certains se sont sentis contraints pas le temps dans la mesure où ils avaient des impératifs universitaires (révisions, devoirs à rendre, mémoire à préparer et même stage) qui ne les rendaient pas totalement disponibles pour le projet.

Cela s'est matérialisé de deux manières : ne pas assister aux événements liés au projet (réunion d'information, signature de la charte, groupe de travail...) et devoir reporter voire annuler les entretiens avec le référent.

Il faut voir dans ces absences l'importance de dégager du temps aux étudiants pour qu'ils puissent participer pleinement à toutes les étapes du projet sans se sentir tiraillés par un manque de temps qui peut les contraindre à réduire leur implication au projet en dépit de l'intérêt qu'ils y trouvent.

Deux des étudiants n'ont ainsi jamais pu rencontrer leur référent respectif. La lourdeur de leur emploi du temps respectif et de leurs impératifs n'ont pas rendu possible une rencontre de visu.

*« J'étais absente à la signature de la charte. Je l'ai signée et l'ai retournée, je l'ai lue vite fait car j'avais trop de travail avant les examens » (...) « peut être que je ne suis pas assez impliquée aussi mais avec le master j'ai pas le temps et on me l'a pas dit que ça prendrait autant de temps... ou peut être on me l'a dit et j'ai zappé. » S2*

*« J'étais absent [le jour de la signature la charte] parce que j'étais en stage [dans une autre région], je l'ai signée et je l'ai envoyée à CA3 (...) y a pas eu de rencontre avec ma référent professionnel parce que j'étais en stage à 300km » S8*

On verra néanmoins que ces deux étudiants ont tout de même bénéficié d'un accompagnement à distance.

D'autres étudiants, présents à la signature de la charte, ont du reporter des rendez-vous avec leur référent en raison de cours ou de devoirs à rendre.

D'autres encore ont été contraints de faire la même chose car faute de temps, ils n'ont pas pu accomplir ce à quoi ils s'étaient engagés auprès de leur référents.

*« J'avais des dossiers à rendre pour la validation de mon semestre donc j'avais pas de temps à consacrer aux recherches d'emploi que j'avais prévues avec ma référent professionnel. (...) On devait se voir il y a deux semaines mais j'ai du annuler parce que j'ai pas pu faire mes recherches. Dès que j'aurais fini mon mémoire, j'aurais plus de temps à consacrer à ce que je dois faire avec ma référent professionnel ». S12*



Ces exemples illustrent l'importance du contact physique entre référent et étudiant comme indicateur de la disponibilité des acteurs et mettent en lumière l'importance d'une estimation réaliste en termes de temps non pas dans l'absolue mais en fonction de la situation particulière de l'étudiant.

Cela implique qu'un travail en amont soit réalisé afin de mettre à la disposition des étudiants des ressources appropriées pour faire doublement face à leurs études et à leur implication dans le projet.

### **Le sens du projet** Univers' Emploi

Pour les étudiants, le projet a été perçu de façon positive en raison de l'adéquation des objectifs du projet et de leurs propres objectifs.

Plusieurs dimensions du projet ont été perçues positivement :

- L'aspect européen
- L'aspect expérimental
- L'aspect altruiste articulé à un intérêt personnel

*« C'est une expérimentation sur toute l'Europe, l'envergure, c'était plaisant. » S1*

*« Le côté projet pilote, projet expérimental, c'était attirant, on se dit qu'on va participer à quelque chose d'important. » S19*

*« C'était la recherche qui était pas mal, le lien avec le travail une fois les études terminées et si ça pouvait personnellement m'apporter quelque chose tant mieux. » S8*

*« La démarche où si je peux aider en participant à un projet qui va aider les étudiants handicapés pour l'insertion, c'est toujours bien... » S13*

*« Ma première motivation c'était de permettre à ce projet d'être appliqué pour que d'autres en profitent. » S15*

Au-delà de ces dimensions qui ont été évoquées par la majorité des étudiants, la question du sens a également été perçue à travers la possibilité ou non de se projeter par rapport à son référent. Pouvoir se projeter, c'est déjà mettre un pied dans le monde professionnel.

*« S'identifier à son référent professionnel, c'est important de se dire que c'est possible de postuler... faire des parallèles pour notre future entreprise, c'est rassurant » S19*

Pour un autre étudiant, cette identification a joué un rôle central dès l'engagement car celui-ci connaissait déjà le profil de son référent :

« Pour moi, ça a été une motivation supplémentaire. Ça peut paraître prétentieux mais j'ai candidaté avec l'esprit de me dire c'est avec cette référent professionnel-là que je veux être. » S4

Ainsi, on voit l'importance de pouvoir s'identifier non pas au projet de façon générale mais au référent, vu ici comme acteur principal qui fait sens pour l'étudiant.

Le projet faisait d'autant plus sens pour l'étudiant que celui-ci était en mesure de s'identifier à son référent. Cette capacité à se projeter induit implicitement la capacité à se sentir incité à s'attaquer aux difficultés ressenties. En fait, derrière ces perceptions on cerne la manière dont l'ensemble des acteurs du projet sont arrivés à mettre en sens la question de l'emploi pour les étudiants.

✓ L'engagement initial : la signature de la charte, comme rite de passage<sup>29</sup>

L'engagement a été formalisé par la signature d'une charte tripartite (cf. Annexe) : le référent professionnel, l'étudiant et la structure d'accompagnement. Cette charte reprend les engagements de chaque acteur.

Cinq étudiants étaient absents lors de la signature de la charte en raison d'obligations professionnelles (stage, concours) ou pour un cas, en raison d'un oubli. Cela pose la question du temps à libérer pour les étudiants pour qu'ils soient en mesure de participer pleinement à ce projet sans porter préjudice à leurs études.

Ici, le chargé d'accueil a été l'intermédiaire entre le référent, Tremplin et l'étudiant, demandant à l'étudiant de signer la charte et de la renvoyer par courrier ou de la remettre en main propre au référent lors du premier entretien.

Concernant la signature de la charte, les étudiants présents soulignent l'importance de l'événement.

Les étudiants sont assez satisfaits de cet événement dans la mesure où d'une part, il s'agit d'un moment officiel regroupant l'ensemble des acteurs et d'autre part parce que c'est à ce moment-là que la rencontre avec le référent a eu lieu.

*«j'étais impressionnée. C'était une bonne surprise: on était dans le plus beau amphi de la fac. C'était impressionnant. »(S5)*

Une étudiante préconise même que le déroulement de cet événement intègre un moment où chacun est invité à s'exprimer pour clarifier le rôle de chacun:

<sup>29</sup> VAN GENNEP A. (1909), *Les rites de passage. Etude systématique des rites*, Paris : Noury. [Réédition : Jacques Picard, 1981]

*« Ce serait bien de nous exprimer sur notre rôle parce qu'on accepte, on s'engage mais on ne sait pas très bien ce qu'on attend de nous » S19*

Cette recommandation met en exergue l'importance de clarifier le rôle de chacun des acteurs et l'événement de la signature de la charte peut en être l'occasion.

Mais si la signature de la charte est aussi appréciée c'est qu'elle a permis de passer de l'état d'un étudiant lambda à un étudiant actif et engagé dans un processus visant à voir au-delà de son statut d'étudiant. Ce passage a été possible dans la mesure où c'est lors de cette signature que le projet Univers' Emploi est apparu clair en termes de rôles.

*« Mais après la signature des chartes, plus ou moins, c'était clair, je savais comment allaient s'organiser les mois suivants et puis j'ai eu le premier RDV avec PL et puis là c'était concret! » S15*

✓ L'engagement tout au long du projet

Comme nous l'avons évoqué dans le point concernant la gérabilité du projet, beaucoup d'étudiants pointaient du doigt la difficulté de gérer les obligations liées au projet et leurs impératifs universitaires. Cela les a contraints à reporter plusieurs rendez-vous avec le référent.

Mise à part cette question du temps, la majorité des étudiants ont fait part d'un engagement important pour le projet. Cet engagement prenait forme à travers une attitude positive tout au long de l'expérimentation.

Une étudiante explique ainsi qu'elle a clairement été motivée par l'implication de son référent professionnel. L'énergie que ce dernier a déployé pour l'accompagner a eu un impact sur ses propres motivations et a par là même, considérablement augmenté son niveau d'engagement dans le projet.

*« Je ne pensais pas m'impliquer autant mais mon référent professionnel était vraiment à fond dedans, je ne me voyais pas le laisser travailler à fond alors que c'était en grande partie pour moi qu'il le faisait » (S1).*

A l'opposé, un autre étudiant fait état d'un manque d'enthousiasme par rapport au projet. Il explique que le travail réalisé avec son référent professionnel lui semblait ne pas répondre à ses besoins : les entretiens, généralement par téléphone, étaient trop courts, non face à face. (S2)

Cette différence de degré d'engagement entre les étudiants peut s'expliquer par des attentes différentes.

✓ Les attentes vis-à-vis du projet : la transition vers l'emploi

Comme le fait remarquer un chargé d'accueil, les attentes des étudiants en année de transition sont très importantes. Pour certains, il s'agit de trouver un stage, pour d'autres, il s'agit d'avoir une expérience avec le monde professionnel. Entrer en contact avec le monde professionnel à travers un référent -et son réseau- semble être l'attente principale même si certains ont du mal à le formuler.

*« Moi ce qui m'intéresse c'est les contacts qu'elle [le référent professionnel] peut me donner. Le projet UE est plus dans une perspective de contact : elle connaît des personnes, elle va peser de son poids pour m'aider...voilà ce que j'attends. (...) Mes attentes, franchement, c'est trouver un stage. c'est égoïste, vraiment! c'était 1) trouver un stage, 2) faire des contact dans le milieu professionnel » S14*

Les étudiants attendaient d'avoir à leur disposition des outils utiles pour leur transition vers l'emploi. (S1; S6). Avoir l'occasion d'être en contact avec « le monde professionnel », partager et confronter leurs opinions avec des professionnels, acquérir une certaine méthodologie, étaient leurs principales attentes.

Une des étudiante attendait précisément de tester la faisabilité de son projet professionnel en le soumettant à son référent professionnel. Elle attendait également d'avoir accès au réseau professionnel de son référent professionnel.

Deux étudiants ont, par ailleurs, que leur participation au projet allait leur permettre de trouver un emploi et était persuadé qu'ils seraient mis en relation avec des employeurs à la fin. (S3) (S11)

Le cas de S11 est intéressant car ce n'est pas tant un emploi qu'elle attendait mais que son référent appartienne à une entreprise prestigieuse qu'elle souhaite intégrer. D'ailleurs elle était persuadée que sa participation à Univers' Emploi signifiait que sa volonté exprimée lors de l'entretien initial avec le chargé d'accueil et Tremplin, allait être exaucée.

On peut proposer une typologie des attentes en fonction des stratégies des étudiants :

**L'absence d'attente.** On retrouve dans cette catégorie les « altruistes » qui ont intégré le projet pour que cela puisse profiter aux autres générations, insistent sur l'idée qu'ils n'avaient pas d'attentes précises. On y trouve également les étudiants qui ont déjà une expérience de stage et d'emploi importantes derrière eux ou un étayage familiale conséquent *« J'avais pas d'attentes, peut être échanger des points de vu et des méthodes avec un professionnel qui a déjà les clés » SA*

*« (...) et si ça pouvait personnellement m'apporter quelque chose tant mieux mais je sais pas quoi » S8*

*« On peut en attendre quelque chose mais pas quelque de chose de précis » S7*

*« Je me suis dit pourquoi pas y participer on verra bien ce que ça donnera » S2*

**Une palette d'attente.** Ces attentes varient d'une attente de contact à l'attente d'un emploi en passant par l'attente de méthodologie et mise en compétence professionnelle. Se trouvent dans cette deuxième catégorie Les « isolés » ne bénéficiant ni d'étayage familial ni amical qui ont intégré le projet avec des attentes, si ce n'est précises au moins importantes. Beaucoup d'étudiants étrangers, se trouvent dans cette catégorie. « *Je savais que ça allait m'apporter quelque chose ne serait-ce que le contact avec les entreprises* » S3.

« *Avoir une aide pour apprendre à faire des recherches, faire des entretiens mais surtout trouver un emploi pour poursuivre mes études et travailler à côté. Je me suis dit avec [l'entreprise de la référent professionnel], je pourrais atteindre mon objectif d'accéder à l'emploi. (...) Avoir des gens d'expérience qui vont m'apprendre à gérer tout ce qui est professionnel, m'accompagner dans un cadre professionnel et acquérir de l'expérience* » S12.

« *J'étais hésitant mais on peut dire que j'attendais un accompagnement et une méthodologie au niveau du CV et de la lettre de motivation* » S20.

« *Pour moi, je pensais que c'était un projet qui va m'aider pour avoir un emploi. Pour moi, c'est on va me prendre en charge avec des entretiens et une méthodologie pour trouver un emploi* » S9.

Un étudiant se trouve à la lisière de ces deux configurations :

« *Je savais que ce projet était une étude qualitative, j'ai toujours été très attiré par le fait de pouvoir participer à un retour d'expériences pour savoir comment faire...quelle est la réalité des points forts et des véritables freins à l'emploi ou justement à la bonne présentation de soi quand on va vers l'emploi. Pour une personne handicapée ayant déjà une petite expérience professionnelle, je sais que les employeurs ont souvent une volonté d'intégrer une personne handicapée dans leur entreprise mais on a un problème de méthode. On ne sait pas comment faire de son handicap un atout. Comment se servir de l'expérience de professionnels qu'on peut rencontrer ? C'est de cette expérience que je voulais profiter. J'avais donc deux attentes : une attente intellectuelle par rapport à l'étude et des attentes plus personnelles pour savoir me présenter, élargir mon champ de recherche... » S4*

Cet étudiant permet d'introduire une autre dimension : le regard porté par l'étudiant sur sa propre situation. L'incertitude et l'impossibilité de se projeter dans un avenir possible pour les étudiants les plus démunis tendent à renforcer leurs attentes vis-à-vis du projet.

## 2. La perception du chargé d'accueil:

### ✓ Le processus de mobilisation initiale

La mobilisation des chargés d'accueil s'explique avant tout par l'intérêt à penser l'insertion professionnelle dans le cadre de la loi LRU. A côté de cette loi, rappelons l'existence d'une charte Université-Handicap<sup>30</sup>.

Dans les trois universités, l'engagement s'explique au-delà même d'Univers' Emploi dans une volonté d'intégrer l'insertion professionnelle dans les missions du service handicap, renforcée à la fois par la loi LRI et la charte.

*« Il y a eu une nouvelle charte qui charge le service handicap de l'insertion professionnelle » CA3*

*« Univers' Emploi s'intègre bien à une des nouvelles missions de l'université qui est de s'occuper de l'insertion professionnelle dans le cadre d'une charte signée en 2007 et le loi LRU). (...) Aujourd'hui, l'université est évaluée et notamment sur l'insertion professionnelle de ses étudiants » (CA 1)*

Par ailleurs, on peut également préciser qu'en moyenne le service handicap comporte au maximum 2 salariés : le chargé d'accueil et une secrétaire. Ceci peut également expliquer que les chargés d'accueil n'aient pas les ressources nécessaires et suffisantes pour mobiliser certains étudiants. Ainsi, tous les chargés d'accueil pointent du doigt la nécessité de recruter au moins une personne supplémentaire pour s'occuper de façon exclusive de l'insertion professionnelle des étudiants handicapés.

Les chargés d'accueil ont été les ambassadeurs d' Univers' Emploi au sein de leurs universités sur plusieurs fronts : les étudiants, leur hiérarchie et parfois même auprès des entreprises.

### ✓ Perceptions du projet

Pour l'ensemble des charges d'accueil, la perception est extrêmement positive. Le seul regret consiste à ne pas avoir eu davantage de temps pour mieux gérer la mise

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<sup>30</sup>L'article 2 précise l'un des rôle du service handicap : «[ effectuer] un travail autour de l'insertion professionnelle des étudiants handicapés impliquant des liens externes avec le FIPHFP, l'AGEFIPH, l'ANPE, l'APEC, les entreprises, et prenant appui sur les plates-formes d'insertion professionnelle et/ou portant par exemple sur l'organisation de forums « emploi/handicap » et l'utilisation du site handi-up... » Consultable sur le site : <http://cache.media.handi-u.fr/file/66/8/20668.pdf>



en place et la mise en œuvre du projet tant auprès des étudiants qu'auprès de leurs collègues ou de leur hiérarchie.

Ce projet a été compris comme une aubaine dans la mesure où il mettait en exergue, comme nous l'avons vu plus haut, les nouvelles missions inhérentes à l'université : l'insertion professionnelle des étudiants et parmi eux les étudiants handicapés.

### ✓ **Engagement tout au long du projet**

L'implication des charges d'accueil tout au long du projet a été soutenue mais elle a été parfois mise à mal par l'impossibilité de libérer du temps pour participer, par exemple aux groupes de travail. Rappelons que dans chacune des villes, deux groupes de travail et un entretien collectif réunissant étudiants, chargés d'accueil ont été organisés au sein de l'université. Sur ces neuf rencontres, seul un seul chargé d'accueil n'a pas pu y assister en raison d'un emploi du temps extrêmement chargé et d'un manque de personnel l'obligeant à être sur plusieurs fronts en même temps. Ainsi, comme pour les étudiants, le temps est un véritable enjeu qui impacte fortement l'implication des acteurs.

Ces groupes de travail ont été l'occasion de rencontrer les référents.

## 3. Perception des référents professionnels:

### ✓ **Le processus initial de mobilisation**

La mobilisation des entreprises s'est faite selon les cas, à partir des contacts de Tremplin, de l'INSHEA, ou directement, dans le cas d'une Université, de la responsable de la mission Handicap. Deux répondants ont expliqué que leur organisation, l'une privée, l'autre publique, participaient déjà à ce genre de projet dans le cadre d'accords entreprises ou de conventions existant préalablement.

Dans certains cas, les référents ont pu être sollicités directement par email par la structure d'accompagnement en charge d'établir les binômes référents/étudiants, dans d'autres le message a été relayé en interne par les directions pour demander des participants.

*"...s'il y avait quelques volontaires pour participer à une expérimentation et accompagner des jeunes étudiants dans leur recherché d'emploi" (P8).*

Dans un quart des cas, les référents professionnels expliquent qu'ils ont été contactés de façon personnalisée en raison de leur parcours, qui présente des affinités avec celui de l'étudiant ou en raison de leur fonction au sein de l'entreprise qui, selon eux, les prédestinent à ce type de projet. Par exemple, un référent explique qu'il s'est fait « démarcher » par sa DRH qui selon lui, savait qu'il accordait de l'importance au « lien humain, l'affect » faisant de lui le « bon interlocuteur ». Il a tout

de suite accepté : « c'est novateur et puis échanger c'est toujours important » (P15). Un autre souligne que son intérêt pour le projet est intrinsèque à sa fonction et qu'il est donc « naturellement disposé à faire partie de ce projet » (P10).

Dans certaines organisations, les contacts se sont directement établis entre le futur référent et l'association Tremplin, parfois sur le mode essai/erreur, deux référents ayant été d'abord écartés du projet puis recontactés pour accompagner des étudiants.

A travers le discours des répondants, il apparaît que la mobilisation des référents, même celle faite sur le mode le plus personnalisée, a été faite sans grande cérémonie.

Apparemment, sauf peut-être pour une entreprise où la direction a fait une présentation du projet en insistant sur sa dimension innovante (PB), il ne semble pas y avoir eu de communication ou présentation officielle en interne. Plusieurs référents se sont même inquiétés de la posture de leur entreprise face à des projets comme Univers Emploi, auxquels ils participent souvent, et se sont interrogés sur le soutien réel qui leur serait apporté en interne :

*« Y a tellement d'acteurs que je me suis dit on va être noyés...on ne saura pas qui fait quoi comment... et on sera tout seul et ça va (nous) retomber (dessus) : (...) ça m'a pas surpris (...). Parce qu'il y a besoin de visibilité de certaines personnes ... » (P10)*

En ce sens, les résultats soulignent un enjeu important de la participation des référents à Univers' Emploi : veiller à ce que les référents se sentent soutenus par leurs entreprises tout au long de leur participation à Univers' Emploi. A ce sujet, une référente qui explique avoir dû se charger elle-même de la promotion du projet au sein de son entreprise pour pouvoir y participer, estime que le projet n'avait pas suffisamment été valorisé en interne, personne n'en étant informé :

*« C'est vraiment de la bonne volonté, c'est parce que j'avais décidé que j'allais le faire ce projet mais c'est vraiment pas parce que le projet était vendeur : on n'avait pas d'info ! » (P3)*

Les résultats montrent le caractère succinct de la mobilisation initiale des acteurs au sein des entreprises (email collectif, être appréhendé au détour d'un couloir pour se voir proposer le projet...). Il en résulte que les référents ont eu l'impression de ne pas avoir beaucoup d'information sur le projet, certains trouvant même ce premier contact peu « accrocheur » :

*« C'est vrai que le mail était assez flou, pas assez accrocheur mais en même temps comme c'est la 1ère session, donc c'est difficile mais peut être pour la prochaine fois, mettre des témoignages, des photos pour être plus vendeur. » (P2)*

Dans un autre cas, une répondante a fait savoir qu'elle a trouvé difficile que le projet ne soit pas du tout connu dans son entreprise et que d'une certaine manière cela dévalorisait sa participation :

*« Quand on nous a parlé de ce projet (dans mon entreprise), personne ne savait de quoi il s'agissait, j'ai eu l'impression de m'être mobilisée un peu dans le vide. » (P3)*

### ✓ L'engagement initial

Une majorité de référents professionnels ont participé à la signature de la charte. Ils insistent sur la nécessité d'éviter toute confusion entre une stratégie de communication et le formalisme nécessaire.

Quelques référents professionnels ont souligné que la signature de la charte a été un moment confus car il s'agissait d'un mélange entre les différents acteurs et leurs rôles. (P4; P6; P14)

*« C'était pas une bonne idée de se présenter au moment de la signature... tout était mélangé... on a d'un côté des acteurs politiques (des élus, des chefs d'entreprise...), de l'autre côté un acteur scientifique et un acteur opérationnel (Tremplin) et les étudiants et référents professionnels, on a trop mélangé les genres... » (P5)*

La signature de la charte a souvent été perçue comme un moment de communication. Par ailleurs, certains référents ont considéré que la signature de la charte arrivait trop tôt dans le processus dans la mesure où ils n'avaient pas encore rencontré les étudiants. Certains regrettent ainsi de ne pas avoir pu intervenir dans le choix des binômes.

Pour une référente, en revanche, loin d'être un moment de confusion, la signature de la charte a été un moment fort :

*« Le côté officiel permet de faire prendre conscience que ce n'est pas qu'un engagement de principe mais un vrai acte concret qui rappelle les obligations de chacun, (...) le côté solennel donne de l'importance pour bien comprendre que c'est un engagement (...) » (P3)*

Pour cette répondante, la seule à avoir particulièrement apprécié la signature de la charte, la cérémonie de la signature représente sans doute un de ces moments de valorisation de la participation au projet et un de ces rares moments du projet où il est possible de rencontrer tous les acteurs, ce qui a été particulièrement apprécié étant donné qu'elle n'avait pu assister à la journée de formation.

### ✓ Attentes

Au moment du recueil des attentes par rapport au projet, la plupart des référents ont déjà eu au moins un entretien avec l'étudiant parrainé.

Pour près de la moitié des référents, les attentes sont reliées au rôle qu'ils s'attendent à avoir dans le binôme étudiant/référent. Pour certains, cela se traduit par « aider » un étudiant (aider un étudiant qui est en recherche d'emploi, aider un étudiant à son insertion professionnelle, pouvoir aider les étudiants). Pour d'autres cela passe plus précisément par un « accompagnement », un « partage d'expérience » (accompagner un étudiant, partager son expérience, faire bénéficier de son expertise, transmettre...). Pour un référent, l'attente est très précise et concerne le fait d'avoir des retours sur le parrainage effectué (elle n'a pas encore eu l'occasion de rencontrer l'étudiant).

D'autres attentes, exprimées parfois par les mêmes référents (ce ne sont pas des catégories exclusives) concernent plutôt des attentes individuelles, sur les apports que le projet peut représenter pour eux. Pour une partie de ces référents, participer à ce projet et réaliser un accompagnement d'un étudiant va leur permettre de concrétiser leur connaissance en la matière soit que cet accompagnement leur permette de concrétiser une formation récente ou en cours, ou encore une expérience récente de coaching sur laquelle il sera possible de s'appuyer (PL, PC, PD). Il s'agit de référents qui ont des connaissances en matière d'accompagnement, soit en raison de leur travail, de leurs études ou de leur expérience personnelle. Ils sont particulièrement heureux de s'engager dans l'accompagnement d'un étudiant en situation de handicap, ce qui leur permet, en plus d'être utiles et de pouvoir partager leur expérience, de concrétiser leurs connaissances. Les référents, dans ce cas, se sentent très compétents pour réaliser l'accompagnement, même s'ils se posent parfois des questions, ils partagent volontiers leurs expériences et outils,

*« J'ai l'impression d'être expérimentée. J'avais peur de me sentir seule. Je suis contente d'avoir une mission dans ce domaine-là par ce que ça m'apporte de l'expérience pour (mes études) et pour moi. » ( P12)*

Pour d'autres l'apport est dans la participation à un projet proche de leur valeur qui leur donne l'occasion de s'engager de façon presque « citoyenne » ou bien de « faire un travail plus humain », ou « une expérience humaine intéressante ».

Pour deux référents issus d'organisations publiques différentes et qu'on ne retrouve dans aucune des catégories précédentes, les attentes sont liées aux apports pour l'entreprise (« mieux savoir recruter les étudiants en situation de handicap », « contribuer à « l'exemplarité » de l'organisation »).

Enfin pour deux derniers référents, les attentes se situent exclusivement au niveau de leur contribution à l'expérimentation, en espérant « que ce soit utile » ou en s'intéressant au déroulement de l'expérimentation et à la façon dont elle va attendre son but.

## ✓ Le transfert d'innovation

Les résultats montrent que le transfert d'innovation vers les référents (présentation du projet, information sur l'accompagnement à réaliser etc.) s'est principalement fait lors d'une journée d'information organisée par l'INSHEA et la structure d'accompagnement des étudiants vers l'emploi (Tremplin). A cette occasion, les nouveaux référents se sont vus transmettre un guide du référent incluant des informations sur les postures d'accompagnement, des feuilles de routes à utiliser lors des entretiens avec les étudiants, la charte d'engagement.

Les référents sont quasiment tous satisfaits de la journée d'information qui leur a apporté beaucoup d'éléments et qui semblent avoir, sur le coup, répondu à plusieurs de leurs questions.

*« Je me suis beaucoup appuyée sur la formation qu'on avait eue avec (Tremplin) qui m'a énormément aidée. Sans cela je pense que je n'aurais pas eu de bons réflexes. »  
(P4)*

L'exercice de simulation de l'entretien avec un étudiant handicapé a particulièrement été apprécié des référents, en raison de sa dimension concrète.

Cette journée d'information organisée par Tremplin pour les référents a été perçue comme étant très importante car elle a leur a permis de mieux comprendre le projet et ses objectifs. Par ailleurs, cette journée s'est avérée un moment de partage très apprécié.

L'importance du suivi des référents pour faciliter leur prise en main du projet et leur permettre de se sentir plus à l'aise dans l'accompagnement des étudiants a été mis de l'avant comme un enjeu important à considérer. Une référente par exemple souligne que le projet lui a vraiment été bien expliqué, mais que par la suite :

*« ...c'est comme quand on vous pousse dans une piscine en vous disant vous allez avoir une bouée et que vous n'en avez pas... (...) (J'ai le sentiment) d'avoir été lâchée dans la nature. » (P3)*

D'autres ont fait remarquer, surtout suite aux premiers entretiens, l'importance qu'ils accordaient au fait de pouvoir prendre du recul par rapport à ce qu'ils étaient en train de mettre en place avec les étudiants, pour être sûr que cela correspondait bien au cadre de l'intervention et qu'ils allaient dans la bonne direction.

*« J'aurais vraiment aimé avoir un retour critique sur ce que j'ai fait avec l'étudiant pour ne savoir si c'était vraiment ça qu'il fallait faire. » (P9)*

Près de 30% des référents professionnels auraient aimé avoir en leur possession plus d'outils pour débiter l'accompagnement de l'étudiant.

*“Une charte et un power point, c’est assez léger comme outils. J’aurais aimé avoir une grille : qui ? quoi ? comment ?, les acteurs, les actions dans un schéma avec des indications précises.. » (P9)*

Ces remarques des répondants permettent de souligner l’importance du support à organiser pour l’accompagnement des référents. Ce support nécessitant d’inclure des outils de communication pour parler du projet Univers’Emploi au sein de leur entreprise comme le souligne cette référente par exemple (P3):

*« C’est vraiment de la bonne volonté, c’est parce que j’avais décidé que j’allais le faire ce projet mais c’est vraiment pas parce que le projet était vendeur : on n’avait pas d’infos. (...) On aurait eu une petite plaquette qui précise bien l’origine du projet, les acteurs en France et les autres pays et ce qu’on attendait des entreprises, ça aurait été parfait pour pouvoir expliquer » (P3).*

### ✓ Perceptions du projet

Parmi les perceptions extrêmement positives que les référents ont du projet, le fait de participer à un projet européen et expérimental revient souvent dans leur discours. Le projet inspiré d’un modèle danois et permettant un travail avec des partenaires européens donne du relief à ce projet. Comme l’ont montré les attentes des référents, ils investissent très positivement les objectifs du projet et le rôle qu’ils peuvent y tenir. Le projet, bien qu’ils n’en connaissent pas forcément tous les tenants et les aboutissants, est porteur de sens pour eux (utile, aide, citoyen...) et c’est d’ailleurs souvent sur cette base qu’ils s’y sont engagés.

Les moyens mis en œuvre d’Univers Emploi par les promoteurs du projet semblent avoir contribué efficacement au lancement du projet en instaurant des moments initiaux forts (signature de la charte, journée d’information avec les référents). Les qualités d’animation et de pédagogie de l’animateur de ces réunions ont été soulignées par quelques référents, particulièrement satisfaits.

En revanche, les résultats attirent l’attention sur la nécessité d’informer plus clairement les référents, en amont du projet, que c’est intentionnellement qu’ils n’ont pas été impliqués dans la constitution des binômes. La clarification de ce principe pourrait permettre aux référents de mieux accepter de ne pas avoir été sollicités à cette étape:

Un soutien à l’accompagnement et une possibilité d’avoir des retours sur leur travail semblent avoir manqués à plusieurs d’entre eux (P1, P3, P9...). Ce besoin de repère doit se comprendre à la lumière de la nouveauté et du caractère expérimental de ce dispositif. Les référents s’interrogent sur leurs pratiques : sont-elles bonnes ? Est-ce la meilleure façon de faire ? Vais-je vraiment contribuer à aider l’étudiant de cette manière ?



D'ailleurs, sur ce point, les groupes de travail organisés dans le cadre de l'expérimentation ont joué un rôle très important en permettant un partage d'expérience et une prise de recul par rapport à l'accompagnement (voir plus loin). Dans une des organisations participantes où plusieurs référents sont impliqués dans le projet, des réunions ont été organisées en interne, permettant un partage d'expérience fort apprécié par les référents.

Le discours de certains référents sur la mise en œuvre du projet a également fait ressortir un enjeu important en terme d'organisation de l'expérimentation en insistant sur l'importance d'avoir une visibilité à long-terme du programme de réunions et tout changement prévu.

### ✓ Engagement tout au long du projet

Pleinement engagés dans le projet, les discours des référents permettent de faire ressortir les éléments suivants:

- Ils participent encore au projet et ne remettent pas en cause cette participation
- Ils témoignent d'un intérêt pour accompagner au mieux les étudiants
- Les raisons de la motivation sont souvent expliquées
- Ils font part de leur réflexion, leur stratégie, les essais/erreurs (discours réflexifs sur l'accompagnement)
- Ils abordent ce qu'ils pensent apporter à l'étudiant et leur souhait d'être efficaces
- Ils abordent leurs doutes et comment ils font pour les dépasser...

### ***La finalité du projet : un facteur de mobilisation***

Le projet en lui-même est un projet qui a intéressé les référents en faisant souvent résonance avec leurs préoccupations, leurs valeurs et a suscité leur mobilisation d'abord, puis leur engagement sur le long terme. Les référents souhaitent mener à bien leur mission, contribuer à ce que les étudiants qu'ils accompagnent trouvent un emploi ou tout au moins acquièrent les compétences pour le faire.

### ***La promotion du projet auprès des entreprises: au-delà des aménagements d'emploi du temps, soutenir la valorisation de la participation des référents à Univers Emploi***

En revanche, les propos des référents décrivant un processus de mobilisation initiale peu formel suggèrent sans doute que pour la suite du projet, un travail de promotion plus approfondi avec les organisations engagées dans le projet soit envisagé. Car à travers la promotion du projet auprès des entreprises se pose la question de la valorisation de la participation de l'entreprise et de celle des référents en interne. En créant une synergie au sein de l'entreprise, en renforçant l'image positive associée à une telle participation, on crée en amont des conditions positive de participation au

projet et réduit le risque d'isolement ressenti par certains. Comme le résumait bien les propos suivants :

*« Les entreprises sont d'autant plus enclines à participer à un projet qu'il s'agit d'un projet d'ampleur (Danemark, Commission européenne...). Il faut que l'entreprise se sente valorisée dans sa contribution (...). L'entreprise doit se sentir flattée de participer. » (P3)*

Un des référents, lui-même en situation de handicap, explique, par ailleurs, que son engagement initial au projet est lié à sa volonté d'offrir à un étudiant ce qu'il aurait aimé recevoir lorsqu'il était étudiant. Néanmoins, *But as the project is moving forward, and because there are some aspects of the project he doesn't understand, he was wondering more and more why his company had committed (on the basis of his previous experience, he is worried about the real usefulness of this project for students).* Ayant lui-même à cœur de contribuer à améliorer l'accès à l'emploi des personnes en situation de handicap, il semble détecter que son entreprise n'a peut-être pas les mêmes motivations et se sent, dans une certaine mesure, « instrumentalisé » par cette dernière.

Les référents participants sont-ils parfois trop isolés dans leur entreprise ? Les résultats suggèrent de s'intéresser aux implications pour le référent au sein de son entreprise et à la façon dont le projet pourrait amener les entreprises à favoriser, valoriser, appuyer le référent, bref à créer une synergie au sein de l'entreprise et à prévenir ainsi l'isolement ou la désillusion qui peut être ressentie par les référents.

Comment au sein de l'entreprise, l'appui procuré au référent pourrait-il dépasser la mesure la plus souvent prise : l'aménagement du temps du référent pour lui permettre de participer au projet et de se libérer pour l'accompagnement prévu avec l'étudiant ? L'impact positif du soutien mutuel que les différents référents d'une même organisation peuvent s'apporter invite à considérer l'importance du soutien actif en interne pour les référents.

***La charte : un élément de valorisation de la participation des entreprises et des référents ?***

A ce titre, en France, et à condition, comme l'ont exprimé certains référents, que l'on distingue bien les actions de communication et de travail d'accompagnement et que les référents aient été mieux préparés à ce moment (qu'ils aient eu un temps d'appropriation du projet, qu'ils aient eu le temps de faire connaissance avec l'étudiant, qu'ils aient même participé à la constitution des binômes...), la charte, en plus de son pouvoir symbolique d'engagement souligné par quelques participants, pourrait bien représenter un premier moment de forte valorisation.

### **Connaître son binôme : un élément essentiel de la stabilité de l'engagement des référents**

Ce travail de préparation en amont qui vient juste d'être évoqué est un point important souligné parfois directement, parfois en filigrane, dans le discours des acteurs, à travers leurs attentes et leurs représentations d'un étudiant en situation de handicap.

La volonté d'aider un étudiant a suscité quelques fossés entre les besoins réels de l'étudiants et la représentation que s'en faisaient les référents professionnels. Deux des référents ont souligné leur surprise quand ils ont rencontré les étudiants qu'ils devaient suivre dans la mesure où ces derniers avaient déjà des compétences professionnelles. (P3; P7).

*« J'aurais aimé avoir... quid de la motivation des étudiants ? Il était trop tracassé par son stage... Il connaissait parfaitement le monde professionnel vu son expérience... (...) Il avait pas de difficulté particulières alors qu'est-ce qu'il vient chercher avec moi ? » (P7).*

Cette préparation au niveau des représentations des référents par rapport à la notion de handicap semble essentielle à considérer pour éviter certaines déstabilisations de référents pour lesquels les réajustements cognitifs n'ont pas toujours été simples à effectuer et se sont mêmes avérés anxiogènes, dès lors que le référent s'interroge sur ses compétences et sa capacité à accompagner l'étudiant...

*“Qu'est-ce que je vais lui apporter moi, avec un petit BTS, avec lui qui est en M2? Le niveau d'études doit être plus égalitaire parce que je ne me suis pas du tout sentie à l'aise... parce qu'il a un niveau intellectuel plus élevé » (P8).*

En filigrane également, plusieurs référents ont fait part d'interrogations assez fortes face à des étudiants qu'ils croyaient prêts pour la recherche d'emploi alors que ceux-ci souhaitaient en fait continuer leurs études. Cette dissonance d'objectifs, inattendue par rapport « au contrat », a également pu être pour certains référents un facteur de déstabilisation.

*“Je pensais que mon rôle serait d'aider un étudiant à s'intégrer dans le monde professionnel mais lui, il voulait continuer ses études.”(P8)*

Le fait que les référents ont tous réussi à s'adapter à ces situations nouvelles n'empêche pas que ceci a représenté un élément de surprise, impactant plus ou moins leur engagement dans le projet, leur demandant d'ajuster leur stratégie d'accompagnement. Ce type de situation, au-delà même de la question du critère de sélection des étudiants pour le projet, suggère au moins qu'une piste d'amélioration future soit envisagée en vue des futurs accompagnements : lors du recrutement de l'étudiant, son parcours et son rapport à l'emploi pourrait être mieux connu ou tout au moins mieux communiqué au référent pour que ce dernier soit en mesure d'évaluer s'il peut ou non accompagner l'étudiant dans ces conditions.

Mieux connaître l'étudiant en amont semble finalement essentiel pour considérer l'engagement d'après le discours des référents. En plus de son niveau de compétence, en plus de son véritable projet études ou emploi, le fait de pouvoir rencontrer physiquement l'étudiant, de pouvoir faire sa connaissance est également un facteur influençant l'engagement des référents. L'absence de l'étudiant lors de la signature de la charte a été source de confusion pour les référents professionnels correspondants dans la mesure où cela les a amené à s'interroger sur la réalité de la motivation de l'étudiant. (P8).

## CHAPITRE III COOPERATION

Ce chapitre décrit les relations entre les différents acteurs du projet en partant du point de vue de chacun d'entre eux. Il explore les différents types de coopération vécus par les acteurs tout au long de la mise en place du projet. Il est, en effet, nécessaire de penser aux liens entre chacun des acteurs avant d'aborder, dans le chapitre suivant, l'accompagnement mis en place.

### 1. Perception des étudiants

#### ✓ Coopération et relations entre les acteurs

##### *Les attentes des étudiants concernant les autres acteurs*

Les attentes des étudiants concernent plus particulièrement leurs référents professionnels.

Tout d'abord, ils attendent d'être en mesure d'avoir des discussions, des échanges avec des professionnels en vue d'acquérir une méthode utile, des outils qui leur permettent d'accéder au monde professionnel. (S1; S6)

Certains considèrent cet accompagnement comme une sorte de test de faisabilité de leur projet professionnel. En verbalisant et soumettant un projet professionnel balbutiant, hésitant, à leur référent professionnel, l'attente est claire: savoir si ce projet est réaliste. (S5)

Au-delà de ce test de faisabilité à grandeur nature, les étudiants les plus démunis en capital social avaient une attente précise, celle de bénéficier du réseau de leurs référents professionnels.

Si le projet ne visait pas directement à trouver un emploi aux étudiants, certains avouent tout de même avoir eu ce souhait (S3) même si la majorité avait parfaitement conscience qu'il serait un facilitateur dans leur transition vers l'emploi. Une autre attente a été exprimée : celle d'avoir des informations liées au handicap dans l'entreprise (S2). Mais avoir des informations ne signifie pas se les voir remettre clé en main : « il va nous apporter des idées, des façons de faire, des façons de chercher mais il va pas nous les poser sur un plateau » (S3; S20; S7; S8). De rares étudiants pensent même que de toute façon ils devront « se débrouiller tout seul »

##### *Connaissance des rôles des autres acteurs du projet: qui fait quoi?*

La grande majorité des étudiants connaît le chargé d'accueil du service Handicap de leur université. Un étudiant a tout de même souligné que sa participation au projet lui a permis de se rendre au service Handicap et d'en rencontrer le chargé d'accueil. Cela s'explique notamment par le fait que le service handicap ne se situe pas au cœur de l'université mais dans un immeuble administratif plus lointain et l'étudiante en question suit un cursus particulièrement lourd en termes d'horaires.

Une partie des étudiants avait déjà entendu parler de l'Association Tremplin comme étant une structure favorisant la recherche de stage tandis que certains l'ont découvert lors de l'entretien d'évaluation.

## 2. Perception des chargés d'accueil:

### ✓ Nature du partenariat entre université et entreprises

S'il existe une obligation légale pour les universités de favoriser l'insertion professionnelle des étudiants handicapés, de façon plus générale, on peut dire que les liens entre Université et milieux économiques sont peut développés en France. L'on note, cependant, une logique de site différente selon les universités.

Ainsi, il existe bien des services internes aux universités dédiés à l'insertion professionnelle des étudiants mais leur impact reste limité, faute de moyens notamment humains.

D'ailleurs, il existe des liens plus ou moins forts entre ce service et la mission handicap, proximité que l'on retrouve entre les salariés.

*« La mission handicap est très en lien avec le service, particulièrement X, référente handicap pour le service : « on est en symbiose totale, on s'adore! (...) elle fait souvent le lien, elle a une approche un peu plus structurée: on se coordonne bien toutes les deux. c'est vrai que c'est plus un travail toujours au cas par cas: une situation, j'oriente vers Patricia ou un autre, mais y a toujours une mise en relation, elle est toujours au courant. »  
CA2*

Dans une université, ces liens sont si forts que le projet Univers' Emploi a failli être pris en charge par ce service.

Dans une autre université, l'actuel chargé d'accueil a travaillé dans le service dédié à l'insertion professionnelle de l'ensemble des étudiants.

Par ailleurs, le projet Univers' Emploi est venu conforter et renforcer des liens Université-Entreprises balbutiants. De même, l'université ayant davantage de partenariats avec des associations, le projet UE a permis de traiter prioritairement avec les entreprises.

*« De manière générale, ce qui préexistait, nous étions en train de nous structurer pour nous améliorer dans ce domaine. Mais nous avons une priorité par rapport à des liens avec des partenaires associatifs... avec lesquels nous avons des partenariats formalisés sous forme de convention mais nous faisons en sorte de participer à des actions pour mieux nous faire connaître, auprès des entreprises du département. Nous faisons en sorte de nous faire connaître. Il y a ce maillage et par la suite il y a eu directement (des liens) vers des entreprises : nous avons publié des informations sur ce*



*nous faisons auprès des DRH des entreprises, nous nouons des liens directs avec les missions handicap des entreprises, et aussi d'autres associations qui nous mettaient en lien avec des entreprises. Nous sommes à l'affût de contacts. Nous essayons de construire ces contacts. Nous avons une cinquantaine de contacts, tous ne sont pas forcément activés... les contacts sont là à devoir être mobilisés, c'est une nouvelle mission et qui réclamerait une personne qui consacrerait tout son temps à ça. Alors que c'est une nouvelle mission, par rapport à ce qui nous est dévolu au quotidien, l'aménagement, l'accompagnement des études, etc... tout ce travail accapare déjà et finalement l'insertion professionnelle commence à prendre forme et se développe... mais c'est surtout par manque de temps » CA1.*

### ✓ **Coopération entre les acteurs**

Dans les trois universités, le service Handicap avait plus ou moins des contacts avec des entreprises même s'ils n'ont pas forcément été invités à les mobiliser dans le cadre du lancement du projet dans la mesure où l'INSHEA ainsi que l'association Tremplin avaient déjà un portefeuille d'entreprises intéressées.

Par ailleurs, les groupes de travail ont été un bon indicateur du degré de coopération entre les acteurs dans la mesure où ils ont permis aux chargés d'accueil d'entendre et de travailler avec les étudiants. Il aurait été bienvenu qu'ils soient également conviés aux groupes de travail Entreprise, ce qui aurait permis d'approfondir des liens esquissés lors de la signature de la charte. Cela aurait également permis aux chargés d'accueil de faire bénéficier les référents professionnels de leur « expertise » concernant les étudiants en situation de handicap.

### **3. Perception des référents professionnels:**

#### ✓ **Coopération entre les acteurs**

##### ***Un faible niveau de coopération entre les acteurs du projet***

Pour presque tous référents, la perception du niveau de coopération entre les différents acteurs du projet est plutôt faible. En fait la plupart d'entre eux rapporte qu'ils ont du mal à distinguer les différents acteurs et leur rôle ou bien que leurs interactions avec ces acteurs est proche de zéro. L'un d'entre eux explique par exemple qu'il n'avait pas identifié l'INSHEA comme étant un acteur du projet. Certaines difficultés liées à l'identification de Tremplin ont également été rapportées par les référents, elles peuvent provenir du fait qu'il y a eu un changement d'opérateur en cours de projet. Par ailleurs, les référents partagent le même regret que les chargés d'accueil et déplorent également qu'il n'y ait pas de réunion ou d'occasions de rencontres régulières avec les chargés d'accueil.

##### ***L'importance d'avoir des moments d'échanges entre référents:***

L'un des dispositifs prévu par le projet Univers Emploi et qui semble avoir créé une certaine synergie entre les acteurs est le groupe de travail « Entreprise ». Lors de ce groupe de travail, dans chaque ville concernée par le projet, tous les référents participants sont invités à participer et à échanger sur l'accompagnement des étudiants.

Le taux de présence des référents avoisinait les 100%, à qui s'ajoutaient toutes personnes intéressées par le projet au sein des entreprises concernées. Ces moments étaient très appréciés et d'ailleurs des référents professionnels d'une même entreprise se sont même organisés de façon informelle afin d'échanger sur les étudiants qu'ils accompagnaient, sur l'activité de parrainage, le projet et l'accompagnement mis en œuvre...

De plus, ces moments ont permis à des référents de s'inspirer de l'action menée par d'autres. De même que cela a permis de faire circuler des CV d'étudiants et d'élargir ainsi le réseau de chacun.

##### ***Des synergies au sein de l'entreprise autour du projet de l'étudiant***

Au sein d'une entreprise, les synergies peuvent se créer à l'initiative d'un référent qui va par exemple mobiliser ses collègues, sa direction, son service de ressources humaines, le directeur ou la directrice des ressources humaines afin de « compléter » l'accompagnement d'un étudiant. Ce type de synergie, autour du projet de l'étudiant,

s'inscrit dans des stratégies de parrainages spécifiques : le référent souhaite que l'étudiant rencontre autant que possible le monde professionnel et se sert de son entreprise pour contribuer à cette mise en situation (pour « rendre concret », pour « dédramatiser » ; ou encore le référent va chercher d'autres compétences que les siennes pour répondre au mieux aux besoins de l'étudiant).

### ***Favoriser les synergies référents/chargés d'accueil***

Les groupes de travail semblent être le dispositif du projet qui, répondant au besoin de partage des référents, favorise significativement la synergie entre eux. En revanche, l'identification des différents acteurs et des lieux d'échanges entre les parties prenantes autres que les groupes de travail se révèle être un enjeu important : pour clarifier les rôles de chacun et leur permettre d'avoir des échanges bénéfiques par rapport au projet de l'étudiant, des présentations plus formelles et des réflexions sur les ponts possibles entre l'expérience des chargés d'accueil et celles des référents pourraient être prévues.

## CHAPITRE IV: LA METHODOLOGIE D'ACCOMPAGNEMENT

Si nous avons montré l'importance des relations entre chaque acteur, il s'agira dans ce chapitre de revenir sur la méthode d'accompagnement mise en place, plus particulièrement en nous centrant sur l'étudiant et son référent.

### 1. Perception des Étudiants :

- ✓ Mise en œuvre de la méthode d'accompagnement

Pour les étudiants, la méthode d'accompagnement vers l'emploi se décline en plusieurs temps forts :

- L'entretien d'évaluation des besoins de l'étudiant mené au sein de l'université conjointement par le chargé d'accueil et le directeur de l'association Tremplin Entreprises en s'appuyant sur le guide (Learning assessment). Cet entretien a pour but de permettre au chargé d'accueil et à Tremplin de déterminer si l'étudiant peut faire partie du projet. Il se décompose en deux parties : une partie personnelle et une partie professionnelle. Si la partie personnelle a été parfois perçue comme étant trop intrusive, la partie professionnelle a permis aux étudiants, à travers un certain nombre de questions de verbaliser leur projet.
- Les rencontres référent/étudiant qui débutent le jour de la signature de la charte et se poursuivent en quatre rendez-vous référent-étudiant, librement déterminés en fonction de leurs emplois du temps respectifs. Ils sont le cœur de l'accompagnement.

Si tous les étudiants avaient formulé, lors de l'entretien d'évaluation, un projet professionnel, deux profils d'étudiants se dessinent clairement.

On distingue ceux pour qui celui-ci a déjà fait l'objet d'investigations et ceux pour qui il ne s'agit que d'une idée qui peut facilement être modifiable. Ainsi, ce n'est pas tant en termes d'existence ou non de projet professionnel que la question se pose mais en terme de degré à la fois de précision et d'appropriation dudit projet.

Les plus avertis sont déjà passés par des structures spécialisées au sein desquelles un travail plus ou moins approfondi a été mené pour faire émerger et préciser un projet professionnel. Les moins avertis ont une idée qui peut être très précise mais qui généralement ne résiste pas à l'épreuve des questions du référent professionnel vis-à-vis, par exemple, de sa faisabilité ou des enseignements du stage.

Concernant l'entretien d'évaluation des besoins, on note un effet d'âge très marqué : les étudiants les plus âgés (plus de 25 ans) ont souvent perçu cet entretien comme

une répétition et, ce d'autant plus qu'ils estiment être suffisamment « connus » par le chargé d'accueil.

Au-delà de l'âge dont Pierre Bourdieu<sup>31</sup> a bien montré le caractère socialement construit, c'est plus en termes de maturité liée à la possibilité ou non d'accorder une place à l'emploi dans les représentations des étudiants que les choses peuvent se comprendre.

Par ailleurs, le service handicap de l'université est souvent considéré comme un lieu d'interconnaissances chaleureux et convivial où les étudiants se racontent si bien que cet entretien, s'il pose le cadre du projet, crée également un sentiment de répétition que l'on ne retrouve pas lorsque le lien avec ce service est plus distendu (*CA 1 nous connaît bien, il sait tout ça...on en a déjà parlé plein de fois ensemble*). Ainsi, à côté d'un éventuel effet d'âge, on remarque un effet qualitatif rapporté au lien entre chargé d'accueil et étudiants.

Concernant les rencontres avec le référent, elles ont débuté par la signature de la charte : les étudiants découvrent alors leur référent et c'est également à ce moment-là que le rendez-vous est pris pour le premier entretien.

#### ✓ Appropriation d'outils

A l'issue de chacun des quatre entretiens référent-étudiant, une feuille de route (envoyée par la structure d'accompagnement) est remplie. Une fois remplie, le référent professionnel la retourne à la structure d'accompagnement.

Cette feuille de route reprend les points abordés durant l'entretien, les engagements de l'étudiant et les points à aborder lors du prochain entretien.

Pour les étudiants, il s'agit d'abord et avant tout d'un outil pour le référent, sans doute parce qu'elle n'a été envoyée qu'à ce dernier. Le rapport que l'étudiant entretient avec cette feuille de route dépend largement du référent. C'est, en effet ce dernier qui décide plus ou moins d'impliquer l'étudiant (cf. *supra*).

Plusieurs configurations se côtoient allant du co-remplissage durant l'entretien à un remplissage post entretien par le référent professionnel qui ensuite l'envoie, par mail, à l'étudiant pour validation. Dans tous les cas, le référent la fait valider par l'étudiant avant qu'il ne la retourne à la structure d'accompagnement

#### ✓ Appropriation de la méthode d'accompagnement

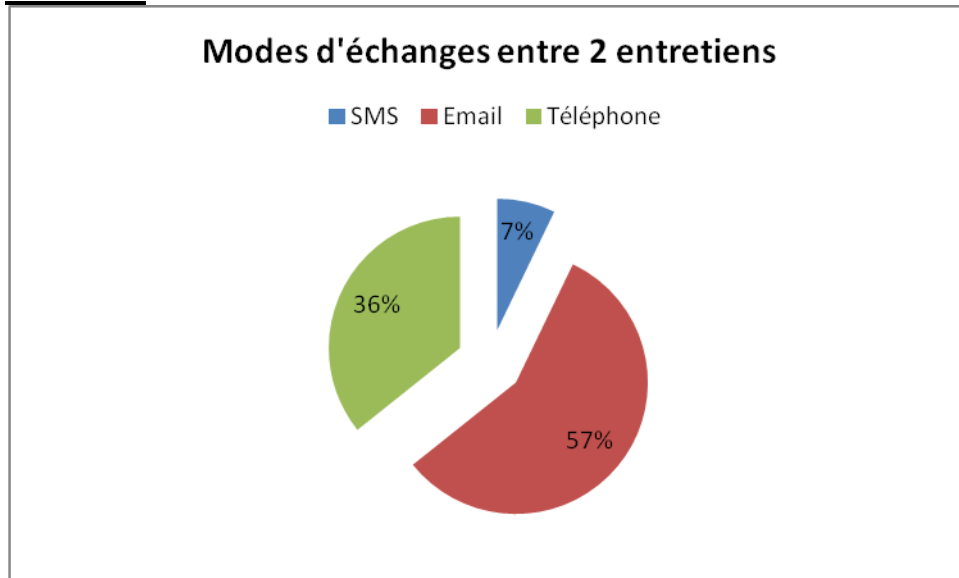
Si le cadre posé consistait en quatre entretiens de visu de deux heures, la réalité est plus contrastée.

Ici, les résultats dépendent du moment où l'entretien d'évaluation a eu lieu mais nous les avons enrichis par les informations recueillies lors des groupes de travail où l'accompagnement était plus avancé et lors du questionnaire final.

<sup>31</sup> Pierre Bourdieu, *Questions de sociologie*, Paris, Les Éditions de Minuit, coll. « Documents », 1980

Notons que rares sont les binômes qui se sont contentés de ces quatre entretiens de visu. En effet, ces quatre rencontres ont presque toujours été complétées par des points téléphoniques, des mails, des sms et même des rencontres intermédiaires.

**Figure 4 : Perception des étudiants sur les modalités d'échanges entre deux entretiens**



Cela montre à quel point les acteurs se sont appropriés le cadre formel de l'accompagnement pour non seulement l'adapter à leurs emplois du temps mais aussi pour rendre possible les engagements pris.

Un appel téléphonique permet à l'étudiant de prévenir le référent professionnel qu'il n'a pas pu effectuer telle ou telle action à laquelle il s'était engagé lors du dernier entretien. De même, qu'un SMS permet à des étudiants malentendants de faciliter la communication avec leur référent.

Un mail rend possible la reformulation des engagements en fonction de nouvelles données sans attendre le prochain entretien : SE envoie un mail à son référent professionnel pour l'informer de l'impossibilité juridique de faire un contrat de professionnalisation au sein d'un organisme public, ce qui était son projet initial. Son référent lui répond aussitôt par mail en l'encourageant dans ses démarches.

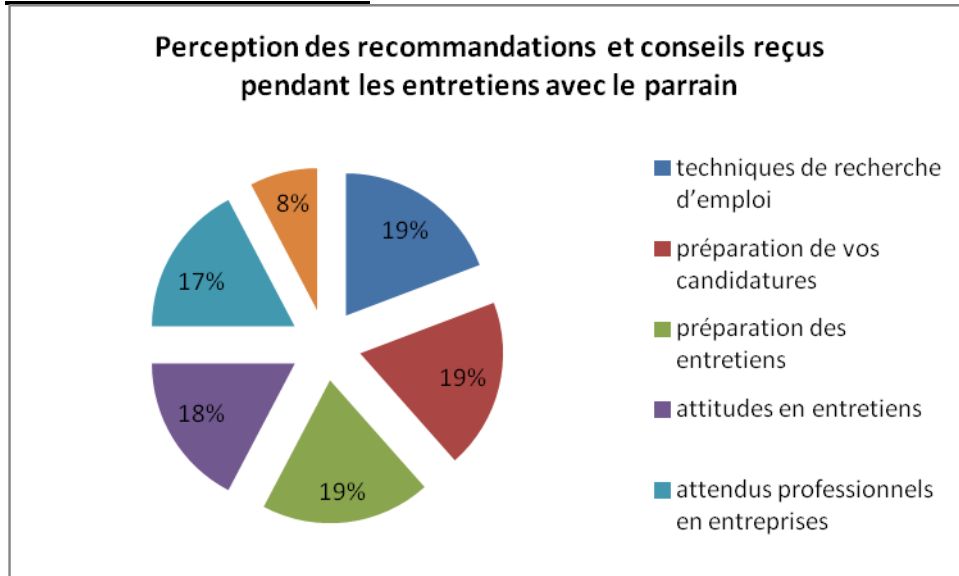
*Un accompagnement personnalisé au plus proche des besoins de l'étudiant :*

Au-delà de ce cadre, notons que le contenu des points abordés et des actions menées est également adaptable en fonction de la situation de l'étudiant. Par exemple, les étudiants ayant des difficultés dans la rédaction de CV et lettres de motivation, de même que ceux ayant du mal à se présenter en entretien, ou bien encore ceux qui ont du mal à trouver des annonces travailleront avec leur référent respectivement sur ces dimensions.



Ainsi, on voit dans la figure suivante l'éventail des domaines auxquels se rapporte le travail effectué dans le cadre des entretiens référents-étudiants.

**Figure 5 : Perception des recommandations et conseils reçus pendant les entretiens avec le référent**



L'accompagnement ne part pas du même stade et le premier entretien est l'occasion de transformer les besoins de l'étudiant en un plan d'action concret si bien que le travail mené pendant ces entretiens est variable d'un étudiant à l'autre.

L'étudiant lors du premier entretien avec son référent, présente son projet professionnel. Se posent alors des questions concrètes auxquelles l'étudiant s'engage à répondre.

Les référents demandent souvent aux étudiants de travailler sur certains points pour le prochain entretien. Il peut s'agir d'un ciblage de recruteurs potentiels, d'une recherche d'information juridique sur le statut de l'étudiant étranger ou du salarié handicapé, d'une reformulation de CV ou de la lettre de motivation.

Les étudiants peuvent également proposer des points sur lesquels ils aimeraient travailler avec leur référent. Ainsi, une étudiante, suite à un groupe de travail durant lequel elle entend les points abordés par d'autres binômes, propose à son référent d'en intégrer certains durant les prochains entretiens.

*Un accompagnement évolutif :*

L'accompagnement mis en place tient compte de la singularité de l'étudiant et de son parcours. Il est souvent évolutif. Accompagnement évolutif :

*« Au 1<sup>er</sup> entretien, on a d'abord mangé ensemble (...) on s'est mis d'accord pour travailler sur trois points : les attentes de l'entreprise, qu'est ce qu'un*

*manager ? et les perceptions du handicap dans l'entreprise. Au 2<sup>ème</sup> entretien, [prénom du référent] m'a proposée une simulation d'entretien avec une autre personne mais c'était pas l'entretien en entier... on a fait les choses très progressivement, au départ, la simulation portait sur la partie présentation du handicap positivement et après, j'ai eu le droit à un retour avec mes points positifs et mes points négatifs. On a travaillé ensemble la présentation des différents types de recherche d'emploi, où chercher des offres... on a travaillé sur la lettre de motivation (...) il m'a fait découvrir les différents protagonistes du monde de l'entreprise pour mieux connaître le monde de l'entreprise... il m'a expliqué le rôle des partenaires sociaux. Pour le 3<sup>ème</sup> entretien, on a prévu une simulation d'entretien complet avec une DRH qui vient de Paris, elle ne vient pas que pour moi mais pendant les deux jours où elle sera là, [prénom du référent] lui a libéré du temps pour que je puisse profiter de ses conseils... c'est vraiment évolutif parce que les entretiens sont de plus en plus avec des personnes extérieures » S19*

Cette étudiante se rendra compte lors d'un groupe de travail Université que d'autres binômes travaillent davantage sur la rédaction de CV et de lettres de motivation. Elle en parlera avec son référent pour avoir des conseils plus techniques.

Une autre étudiante fait part d'une évolution importante entre les deux entretiens.

*« Au premier entretien, on peut dire que c'était une présentation de mon projet c'était de moi à lui. Moi, je lui disais mon projet et lui, il m'expliquait comment fallait que je fasse (faire une typologie des acteurs, réfléchir sur les difficultés...). Et au deuxième entretien, c'était plus de lui à moi. Il a formalisé un certain nombre de choses. Il a du voir ce qui existait, ce qui pouvait me servir. Il m'a donné tous ces éléments et des éléments encore sur la forme C'est suivi et c'est rassurant. il m'a même envoyé des mails avec des liens avec par exemple récemment un blog qui traite de l'accessibilité par le ipad. On peut dire qu'au 1<sup>er</sup> entretien on a ciblé les acteurs et qu'au 2<sup>ème</sup>: il [le référent professionnel] m'ouvre ses contacts. » S5*

Rappelons enfin, que parmi les 20 entretiens, deux étudiants n'ont jamais vu leur référent, l'échange s'étant limité à des entretiens téléphoniques. Ils font partie des quatre étudiants qui n'ont pas pu se libérer pour la signature de la charte. Etudiants en Master 2, ils ont un rapport au temps très scindé entre diverses obligations (rédactions de mémoire, stage et rédaction du rapport de stage, révisions...) qui leur permet difficilement de se projeter. Par ailleurs, il s'agit également d'étudiants dont le niveau d'étude est élevé : Master 2 et dont la spécialité est pointue : le sport adapté pour l'un et les sanctions pénales et l'exécution des peines, pour l'autre. Or, leurs référents respectifs sont techniciens en informatique.

### Etude de cas : l'accompagnement peut-il se limiter à des conversations téléphoniques ?

S8, 23 ans est étudiant en master 2 Sports adaptés. Après avoir obtenu un baccalauréat scientifique avec mention, il hésite entre une école d'ingénieur et l'université. Il choisit l'université et plus particulièrement la filière STAPS (Sciences et Techniques des Activités Physiques et Sportives) pour faciliter ses chances « de faire de ma passion du sport un métier ».

Il a adhéré au projet suite à la sollicitation du chargé d'accueil, attiré tout à la fois par l'aspect expérimental et la possibilité d'y trouver personnellement un bénéficiaire.

P8, 55 ans, titulaire d'un BTS (bac+2) en informatique est technicienne en informatique. Mère de deux enfants dont une handicapée, elle répond immédiatement au mail présentant le projet. Enthousiaste, elle veut aider un jeune dans sa transition vers l'emploi.

SH est en stage durant la signature de la charte. CA3 lui envoie la charte, qu'il signe et retourne au service Handicap. Une fois la charte signée par S8, P8 essaie de joindre l'étudiant qui est difficilement joignable en raison de son stage qu'il effectue à plus de 300 kilomètres.

Un samedi soir, le téléphone de P8 sonne. S8 se présente et s'excuse de ne pas avoir pu appeler plus tôt. Il s'excuse également d'appeler un samedi soir et la conversation s'engage pour durer plus d'une heure. S8 explique qu'il a un entretien lundi et qu'il a besoin de l'avis d'un professionnel pour répondre à ses interrogations.

P8 qui a le curriculum vitae de S8 sous les yeux répond à toutes ses questions tout en le rassurant sur ses capacités et son potentiel. Ainsi, pendant plus d'une heure, P8 insiste pour que S8 évoque de façon positive ses stages et son parcours sans faute. S8 pose des questions plus techniques sur l'entretien de recrutement et plus particulièrement les prétentions salariales. P8 y répond en lui donnant un conseil général que S8 peut se réapproprier : retourner la question à l'employeur en lui demandant les fourchettes de salaires. P8 puise dans ses souvenirs et ses connaissances du monde de l'entreprise pour que S8 démystifie l'entretien.

La conversation se termine.

S8 en est satisfait et attend plus sereinement son entretien de lundi et P8 a le sentiment d'avoir aidé un étudiant dans sa transition vers l'emploi.

Ainsi, on voit bien que face à une demande précise, quelque peu urgente, la conversation téléphonique peut remplacer un entretien de visu. Néanmoins, P8 et S8 regretteront tous les deux le fait de ne pas s'être rencontrés. En effet, si pour une demande précise, le téléphone fait office de support efficace, il n'en est pas de même pour la suite de l'accompagnement où les deux acteurs soulignent l'importance d'un contact physique. Cela montre enfin que l'accompagnement ne saurait se limiter uniquement à des questions-réponses mais relève également de la rencontre de deux individus avec ce que cela implique en termes de connivence et de subjectivité. Et la rencontre physique facilite ce rapprochement en même qu'elle permet, dans une certaine mesure, au contenu des entretiens de s'auto-générer.

L'éloignement du domaine d'étude et du secteur professionnel ainsi que la différence de niveau d'étude entre référent et étudiants ont pu rendre difficile l'appropriation, par ces deux étudiants, de la méthode d'accompagnement. Cela nous amène à aborder la qualité de la relation du binôme créée, en tant qu'enjeu central de l'accompagnement.

✓ Qualité de relation du binôme référent/étudiant

En conformité avec la conception d'égal à égal au cœur du projet Univers' Emploi, le référent n'émet pas de jugement de valeur sur le projet professionnel. En pratique, le projet professionnel étant central dans l'accompagnement, celui-ci fait souvent l'objet de questions et de demandes de précisions de la part du référent. Ici, on note une différence entre ceux qui ont un projet mûrement réfléchi qui ne comprennent pas pourquoi des questions auxquelles ils pensaient avoir définitivement répondues leur sont de nouveau posées et ceux qui attendent la validation du projet par le référent.

La relation du binôme dépend de plusieurs facteurs :

- l'implication du référent est souvent la condition sine qua none de l'implication de l'étudiant. Ainsi, cela revient à dire que face à des étudiants dont la motivation est vacillante, un référent professionnel pleinement engagé dans le processus, n'hésitant pas à se renseigner sur un secteur d'activité qu'il ne connaît pas va favoriser chez l'étudiant la volonté de préciser et de mettre en commun ce qu'il sait ou croit savoir du domaine vers lequel il se dirige. Cela permet de nuancer l'idée selon laquelle la proximité entre domaine d'étude et secteur professionnel serait forcément porteuse d'une bonne relation au sein du binôme dans la mesure où certains étudiants apprécient, au contraire, la présence et les questions de ce néophyte car cela les oblige à mettre des mots et préciser des choses qui n'ont pas lieu d'être face à quelqu'un du même domaine.

- les conditions matérielles rendant possibles la présence des étudiants lors de chacune des rencontres. Beaucoup d'étudiants regrettaient ne pas avoir suffisamment de temps pour mener à bien l'année universitaire et les obligations inhérentes au projet si bien qu'ils étaient contraints de reporter des entretiens notamment faute d'avoir réalisé le travail auquel ils s'étaient engagés.

La qualité de la relation peut également se mesurer par ce qu'il adviendra une fois les quatre entretiens terminés. Pour la majorité des étudiants, le référent fait partie désormais de leur réseau mobilisable si bien qu'une fois le projet Univers Emploi terminé, ils disent spontanément envisager la poursuite de la relation :

« *Je sais que [prénom du référent] sera présent même quand le projet sera terminé.* » S19, S1...

« *Je sais que je pourrai toujours compter sur lui* » S20, S17...

La relation construite avec le référent nous amène à nous interroger sur la figure du référent.

*La figure du référent : guide, coach... ?*

C'est le type d'accompagnement mis en place qui forge la figure du référent.

*« On est vraiment... c'est vraiment du coaching parce qu'il est là pour nous donner toutes les infos et la méthode pour ouvrir tous les possibles. Il me donne des conseils et des informations. Pour moi, on est vraiment dans du coaching parce que [prénom du référent] se positionne et me donne des indications alors qu'un guide il ne fait qu'accompagner. Il me coache... il me dit tout le temps « il faut que tu sois comme ci , comme ça »  
« il a 4 casquettes : il m'accompagne, il me guide, il me forme et il me coache »*

Ainsi, au-delà de l'information personnalisée et de la résolution de difficultés spécifiques, l'accompagnement a souvent consisté à créer une articulation « espace-temps-acteurs » où l'ensemble des enjeux liés à la transition vers l'emploi.

#### Etude de cas :

#### Quand l'accompagnement se transforme en don et contre-don<sup>32</sup>

S1 est la plus jeune des étudiantes participant au projet. Agée de 21 ans, elle est en L3 Gestion dans un institut universitaire. Pour elle, son projet professionnel est précis : travailler dans une clinique ou un hôpital en tant que gestionnaire. Elle participe au projet suite à la sollicitation de CA3. Elle n'a pas assisté à la signature de la charte en raison d'un simple oubli. Elle n'avait aucune attente par rapport au projet. P1 est directeur régional d'une société artistique implantée nationalement. Il s'engage dans le projet suite à la sollicitation de sa direction nationale avec l'idée de participer à une expérience civique.

Au départ, le manque d'implication de l'étudiante dérouta P1 qui ne comprend pas son absence injustifiée lors de la signature de la charte. Contactée de nouveau par CA3, S1 prend contact avec P1 et un premier entretien est programmé. Ils signent tous les deux la charte dans son bureau au sein de son entreprise.

Commence alors une série de rencontres très rapprochées pendant lesquelles l'étudiante est invitée à préciser clairement son projet à un professionnel qui n'a pas de compétences du secteur vers lequel elle se dirige.

P1 s'intéresse de façon approfondie à ce secteur et au contexte juridique concernant le handicap. D'une séance sur l'autre, il fait des recherches, n'hésitant pas d'ailleurs à solliciter la Direction des Ressources Humaines de son entreprise. Il donne ainsi à l'étudiante un ensemble de données juridiques mises à jour concernant les

<sup>32</sup> Marcel Mauss, *Essai sur le don : Forme et raison de l'échange dans les sociétés archaïques* In *Sociologie et Anthropologie*, PUF, Collection Quadrige



aménagements légaux et conventionnelles possibles en matière de handicap dans l'entreprise. Par ailleurs, il effectue un ensemble de recherches pour comprendre le projet professionnel et passe en revue les différentes possibilités pour le concrétiser. L'étudiante est touchée par l'implication de son référent et lorsque celui-ci l'invite à poursuivre les recherches, elle joue le jeu et effectue les recherches demandées. Se crée alors une relation faite de dons et de contre-dons : P1 a fait le premier don, celui du temps et des informations recueillies ; S1, touchée, reçoit ce don et rend à P1 le fruit de ses recherches lors de la séance suivante. Cette relation se poursuit dans le temps: S1 cherche un stage pour valider son année universitaire, P1 la met en contact avec une amie qui la recrute. Le stage ne convient pas à S1 mais par loyauté vis-à-vis de P1, elle terminera sans heurts son stage, ce qui n'aurait pas été le cas si elle n'avait pas été moralement liée à P1. On est bel et bien dans le don alliant donner, recevoir et rendre dans un mouvement variant entre liberté (liberté d'adhérer au projet et d'y mettre tel contenu) et contrainte (obligation morale).

- ✓ Des adaptations réalisées pour faciliter la participation des étudiants au projet

Le temps semble le pire ennemi des étudiants et c'est surtout face à lui que des adaptations ont du être envisagées.

Au commencement, les étudiants absents lors de la signature de la charte ont pu, grâce au chargé d'accueil, signer la charte plus tard. De plus, la majorité des étudiants ont du reporter des entretiens avec leur référent en raison de leurs examens, de cours obligatoires ou encore de stages. Certains, ceux qui ont le moins d'expérience professionnelle, sont arrivés en retard lors d'entretiens avec leur référent en raison d'une mauvaise anticipation du temps de trajet. Pour autant, l'entretien a bien eu lieu même si le référent rappelle à l'étudiant l'une des normes professionnelles qui consiste à arriver légèrement en avance à un rendez-vous.

## 2. Perception des charges d'accueil:

- ✓ **Appropriation des outils**

L'appropriation des outils et plus particulièrement du guide d'entretien d'évaluation des besoins de l'étudiant dépend notamment du profil du chargé d'accueil. L'identification des besoins de l'étudiant peut se faire en amont de cet entretien et parfois de façon informelle si bien que les relations créées entre le chargé d'accueil et l'étudiant sont centrales.

Cela pose en pointillé la question des conditions matérielles pouvant faciliter cette relation (visibilité du service handicap en tant que lieu institutionnel et visibilité des moyens susceptibles d'être offerts à l'étudiant...). Dans le cas où le service Handicap ne se situe pas dans le même lieu que les cours, cette relation est de facto plus distendue et cela est d'autant plus vrai pour les étudiants à mobilité réduite.



Et, ici, le projet Univers Emploi, permet, pour le chargé d'accueil d'élargir les services rendus à l'ensemble des étudiants handicapés et non pas seulement à ceux qui le sollicitent d'emblée.

Par ailleurs, il est intéressant de noter qu'un chargé d'accueil (le plus âgé et ayant une expérience professionnelle uniquement au sein de différents services de l'université) a pointé l'impossibilité de poser certaines questions contenues dans le guide notamment en raison de leur caractère intime (par exemple, concernant l'orientation sexuelle de l'étudiant...) en même temps que les termes utilisés lui paraissaient trop théoriques et compliqués à utiliser.

En revanche une des chargées d'accueil ayant une longue expérience professionnelle dans le privé, s'est approprié le guide au point d'être convaincue d'avoir dépassé le modèle danois :

*« Et donc en fait on travaille un peu comme les danois ! Seulement dans l'évaluation des besoins, je pense que je suis allée un peu plus loin que leur grille...Bon, on a des points communs avec les danois, c'est l'aspect social au sens large plus que l'aspect médical de la chose ! on se centre sur l'acteur, sur son travail à l'université, son travail et son projet, comme les danois finalement. (...) J'avais l'impression de faire la même chose et j'ai poussé leur grille qui est assez précise ; on est allée loin dans l'évaluation des besoins. » CA2*

✓ **Qualité de la relation “étudiant-référent professionnel”**

Tous les chargés d'accueil auraient aimé être davantage impliqué dans la constitution du binôme référent professionnel-étudiant. En effet, se présentant comme ayant une connaissance fine de chaque étudiant, ils auraient pu déceler les probables incompatibilités.

*« J'avais tout de suite vu que ça ne collerait pas »* nous indique CA3 lorsqu'elle évoque la situation de deux étudiants n'ayant jamais rencontré leurs référent professionnels.

✓ **Adaptions faites en vue de faciliter la participation des étudiants au projet**

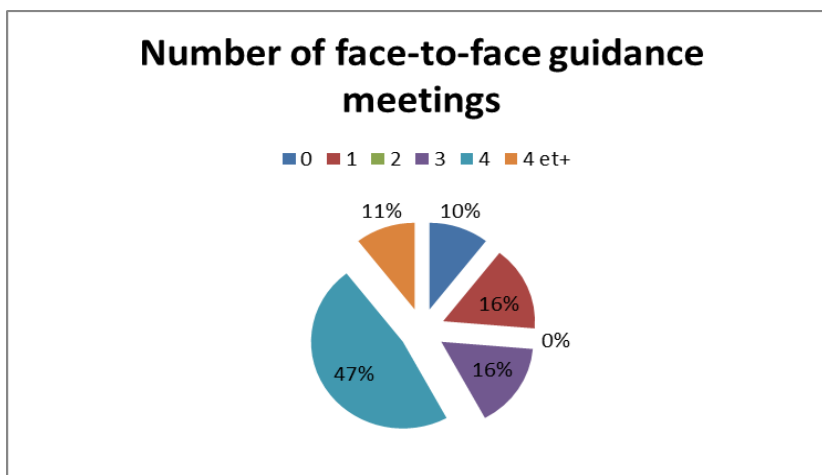
Dans l'une des trois universités, l'entretien relative à l'évaluation des besoins a été mené par téléphone par une personne du service Handicap ou par un enseignant. Et ce, afin de faciliter la participation des étudiants trop occupés par leur stage et n'ayant pas le temps de se déplacer.

### 3. Perception des référents professionnels:

#### ✓ Mise en place de la méthodologie d'accompagnement

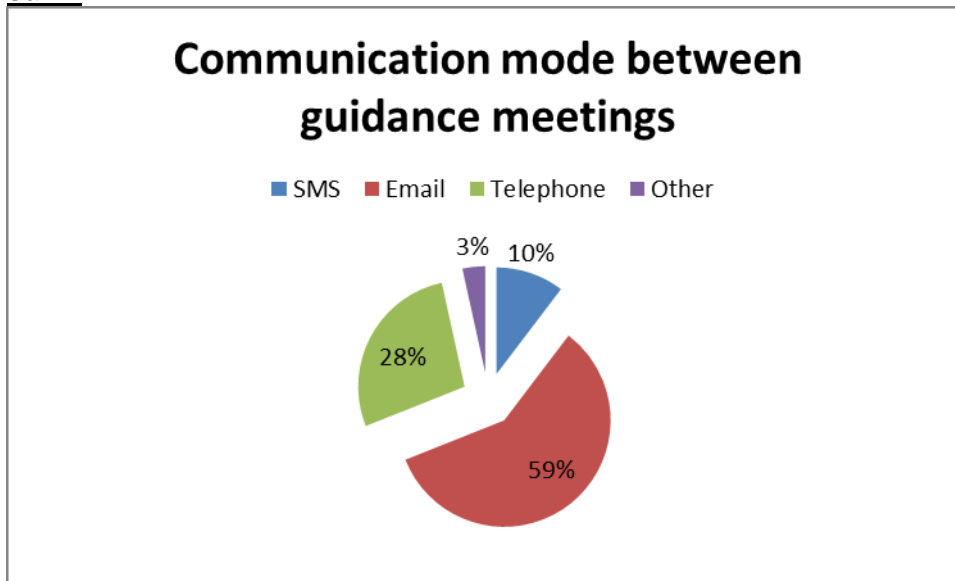
Suite à la constitution des binômes, l'accompagnement s'est concrétisé à travers des rencontres régulières, normalement au nombre de quatre, entre étudiants et référents. La figure ci-dessous présente le nombre de réunions référents/étudiants ayant eu lieu au moment où les référents ont rempli le questionnaire final.

**Figure 6 : Le nombre de réunions face-à-face avec l'étudiant**



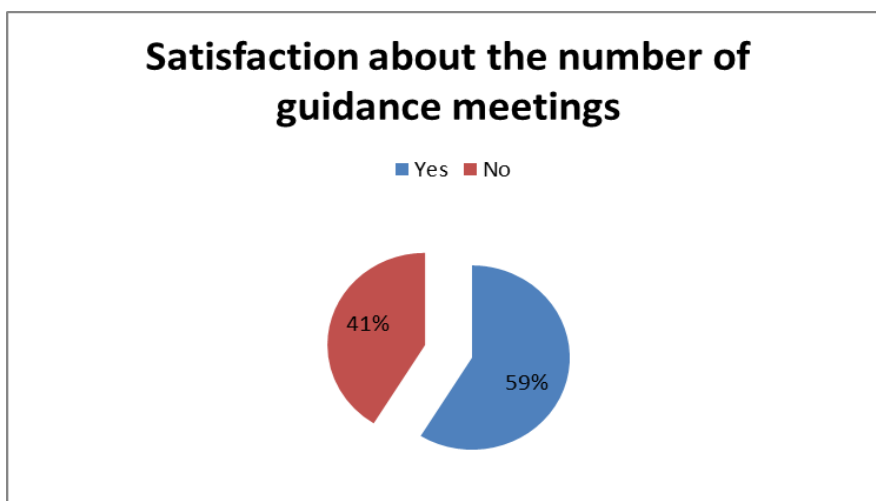
La forte majorité des référents rapporte qu'ils ont eu quatre entretiens, voire plus, avec les étudiants. Une minorité en revanche n'a pas eu d'entretien du tout en face à face, mais des entretiens téléphoniques. Ceci est arrivé dans les situations où les étudiants n'étaient pas disponibles en raison de leurs stages ou déplacements à l'étranger.

**Figure 7 : Modalités de communication avec l'étudiant entre deux entretiens de suivi**



Si la méthodologie d'accompagnement des étudiants préconisait quatre entretiens de suivi, bien souvent les référents ont été très ouverts à d'autres modes de communication avec les étudiants entre les entretiens, notamment, pour la majorité d'entre eux, par le biais de l'email, suivi assez loin derrière par le téléphone ou le SMS.

**Figure 8 : Satisfaction des référents par rapport au nombre de RV d'accompagnement avec l'étudiant**



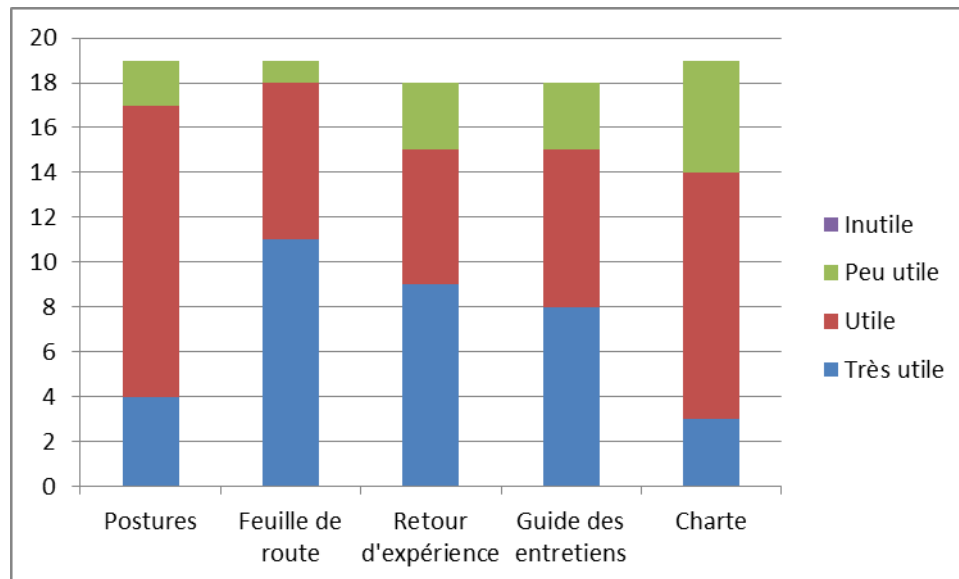
Pour la majorité des répondants, le nombre d'entretiens face à face prévus dans le cadre de la méthodologie d'accompagnement est satisfaisant. Un seul répondant estime que le nombre de rendez-vous à prévoir dans le cadre de l'accompagnement Univers Emploi doit se faire à la demande de l'étudiant, selon les besoins exprimés par ce dernier. Un autre répondant souhaiterait qu'il y en ait quatre ou cinq. Plusieurs

répondants estiment que les rendez-vous avec les étudiants devraient s'étendre sur l'année académique à un rythme d'une fois par mois.

### ✓ Appropriation des outils

Une journée de formation a été conjointement organisée par l'association Tremplin et l'INSHEA pour apporter aux référents professionnels des informations relatives à l'intégration professionnelle des étudiants en situation de handicap. Cette journée de formation a aussi permis aux référents professionnels, par un jeu de rôle et de simulation de mettre en pratiques les recommandations reçues.

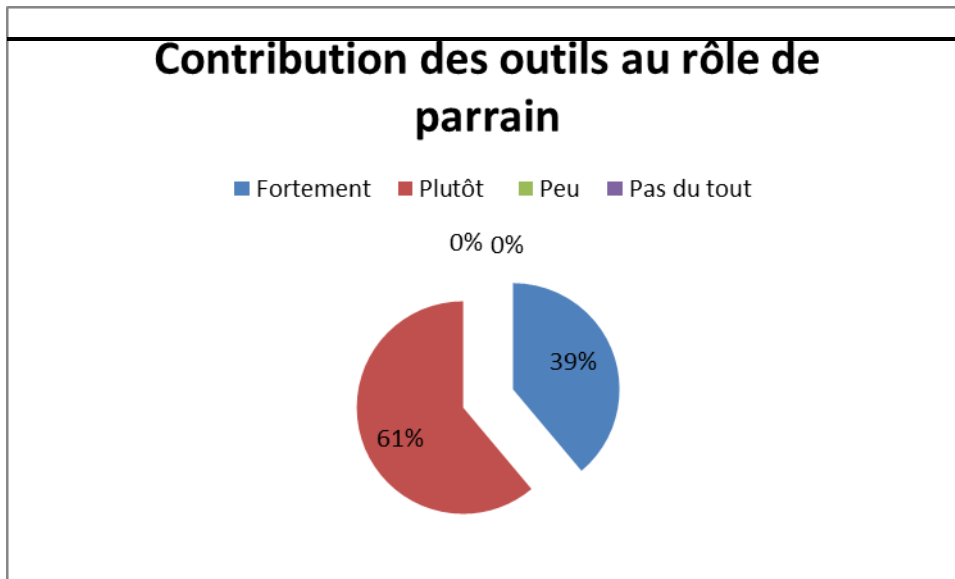
**Figure 9 : Perceptions de l'utilité des outils contenus dans le guide à destination des référents:**



A la fin du parrainage, les référents ont été interrogés sur le niveau d'utilité perçu des outils qui leur ont été transmis avant de démarrer l'accompagnement. Même si tous les outils contenus dans le guide à destination des référents leur ont généralement paru très utiles et utiles, c'est la feuille de route qui fait presque l'unanimité, considérée comme un véritable « fil conducteur », un « support à tous les entretiens » ou encore comme permettant « de se fixer des objectifs et d'en assurer le suivi ».

Dans quelle mesure ces informations, recommandations et outils ont-ils contribué à préparer les professionnels à leur rôle de référent ?

**Figure 10 : Perception de la contribution des outils proposés dans le cadre du projet Univers Emploi par rapport à leur rôle de référent.**

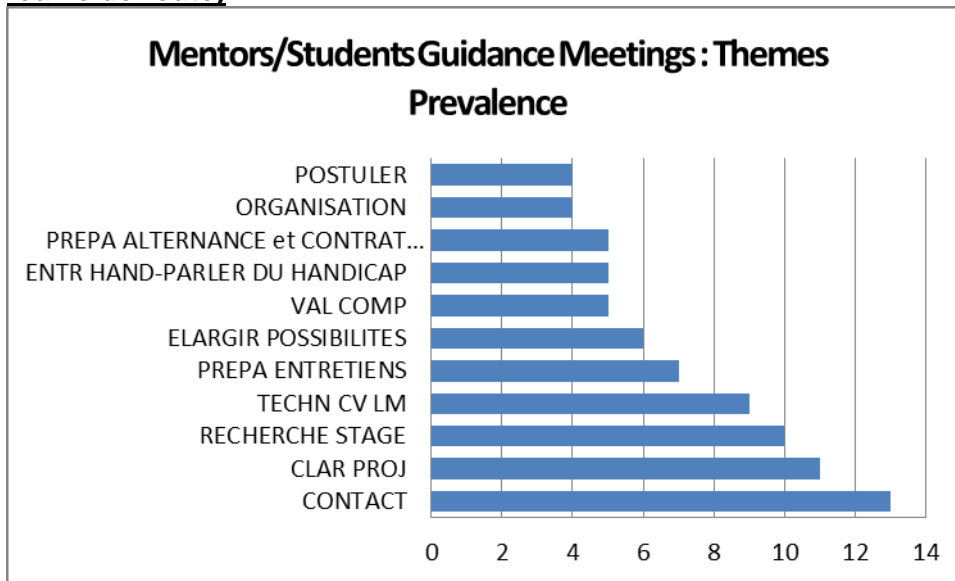


Les référents sont plutôt satisfaits des informations, recommandations et outils qui leur ont été fournis par les promoteurs du projet pour réaliser l'accompagnement des étudiants. Notons que ces perceptions recueillies en fin de projet sont beaucoup plus positives en fin de projet qu'en début de projet. Ce résultat suggère donc encore une fois (voir le chapitre « engagement ») un fort enjeu de communication et soutien à apporter aux référents en début de projet en vue d'améliorer et de clarifier leur rôle et ce qui est attendu d'eux lors de l'accompagnement.

✓ **Appropriation de la méthodologie d'accompagnement**

Les feuilles de route tant appréciées des référents, étaient dans la plupart des cas complétées avec les étudiants puis renvoyées à Tremplin. A partir de l'analyse des feuilles de route, il a été possible d'analyser les thèmes abordés par les référents et étudiants lors des entretiens.

**Figure 11: Contenu des entretiens selon les référents professionnels(source: feuille de route)**



On retrouve chez la moitié ou plus des référents le thème de la prise de contact avec les entreprises, de la clarification du projet de l'étudiant et de l'aide à la recherche de stage. Chez environ un tiers des référents, on retrouve les thèmes du travail technique portant sur les CV et les lettres de motivation, sur la préparation des entretiens, ou encore sur comment amener les étudiants à élargir leur champ de recherche d'emploi. Un quart ou moins des binômes a travaillé sur la valorisation des compétences des étudiants, la façon de parler du handicap, la préparation des contrats en alternance ou de professionnalisation, l'organisation du travail lors de la recherche d'emploi ou le fait de postuler à des emplois.

### Les stratégies d'accompagnement des référents

Au-delà de l'analyse du contenu des entretiens de suivi entre référents et étudiants, l'analyse des pratiques d'accompagnement des référents permet de distinguer des stratégies différentes d'un référent à l'autre. Certaines stratégies se retrouvent chez plusieurs référents et en côtoient d'autres permettant de nombreuses combinaisons.

### Orienter l'étudiant vers d'autres ressources

Plusieurs référents, afin d'accompagner efficacement les étudiants, ont décentré l'accompagnement de leur binôme et sont allés chercher des ressources complémentaires principalement au sein de leur entreprise. Cette situation s'est présentée dans les cas où les référents ont souhaité compléter leur accompagnement afin d'être au plus proche des préoccupations des étudiants ou, dans les cas où ils ne se sentaient plus compétents, pour pouvoir tout de même amener des réponses aux étudiants. Dans un cas, un référent s'est très rapidement rendu compte que l'étudiante, contrairement à ce qui était prévu n'étudiait plus dans le domaine du référent mais s'était réorienté vers un autre domaine, totalement différent. Tout en



continuant son accompagnement, il l'a mise en contact avec une personne en interne dont le profil correspondait au nouveau domaine d'intérêt de l'étudiante (P16).

### **Aider l'étudiant à se familiariser avec la réalité du monde professionnel, dédramatiser**

Souvent, permettre à l'étudiant de se confronter au monde de l'entreprise va de pair avec l'importance notée par les référents de dédramatiser la perception qu'en ont les étudiants. A force de ne pas connaître le monde de l'entreprise, ces derniers finissent par en avoir une image déconnectée de la réalité et quelque peu bloquante. Les référents estiment alors dans ces cas-là qu'il est important de travailler avec l'étudiant à cette « dédramatisation » en les mettant en situation réelle. Plusieurs référents ont décidé de leur faire faire des simulations d'entretiens d'embauche avec eux-mêmes ou en interne en sollicitant leur responsable des ressources humaines par exemple (P3) ou encore en demandant à l'étudiant de faire de réels entretiens professionnels.

*« Il se faisait un monde de ce qu'est le monde professionnel et avoir un entretien avec un professionnel, il s'est rendu compte que ce n'est pas si terrible... il se faisait une idée du monde professionnel... ça lui a permis de dédramatiser le monde de l'entreprise... » P3*

### **Elargir l'horizon professionnel des étudiants**

Quelques référents ont été étonnés de constater que les étudiants cantonnaient leur recherche d'emploi à un type de poste, ou à un type de statut bien précis. Dans ces situations, il a semblé aux référents que ces choix étaient parfois le fruit d'un repli sur soi lié au handicap. Dans ce cas, les référents ont travaillé avec les étudiants pour leur donner confiance en eux et les amener à considérer plus de nouvelles possibilités et parfois aussi de nouvelles zones géographiques.

*« J'avais quand même dans l'idée d'essayer d'élargir sa recherche d'emploi de lui demander si (son projet) était la seule piste qu'il envisageait je lui ai donné mon exemple, qui est celui de quelqu'un a raté les concours et qui donc a cherché un travail ailleurs plutôt que d'en passer de nouveaux. Donc, j'avais idée de faire ça, d'élargir son champ de possibilités, et d'ailleurs c'est toujours d'actualité (...). » (P4)*

*« Mais maintenant, il a accepté d'élargir ses barrières... il peut aller jusqu'à Lyon, c'est encore Lille mais j'espère bien qu'il s'ouvre plus. Il a pris conscience qu'il faut taper à toutes les portes et ne pas se bloquer (au domaine choisi). (...) J'aimerais qu'il ait des réflexes, pointer des nouvelles offres parce qu'un jour, je ne serai plus là... » (P20)*

### **Jouer la différence**

Pour certains référents, les étudiants en situation de handicap, loin de s'en cacher, doivent plutôt s'en servir pour se valoriser aux yeux du futur employeur. Une répondante explique bien qu'au lieu de penser que le handicap est discriminant, il est au contraire très valorisant de montrer les obstacles qu'on a été capable de surmonter pour mener ses études :

*« J'aimerais lui apporter un regard sur le long terme pour ne pas qu'elle s'enferme, qu'elle réfléchisse parce que son handicap, ça devrait être une force parce que si elle en est arrivée là, quitté papa et maman s'installer seule à (ville), j'espère lui faire comprendre qu'elle a une force qu'il faut s'en servir » (P2).*

Certains expliquent bien l'importance qu'il y a à se distinguer au moment du recrutement, message qu'il essaie de faire passer à l'étudiant qu'il accompagne :

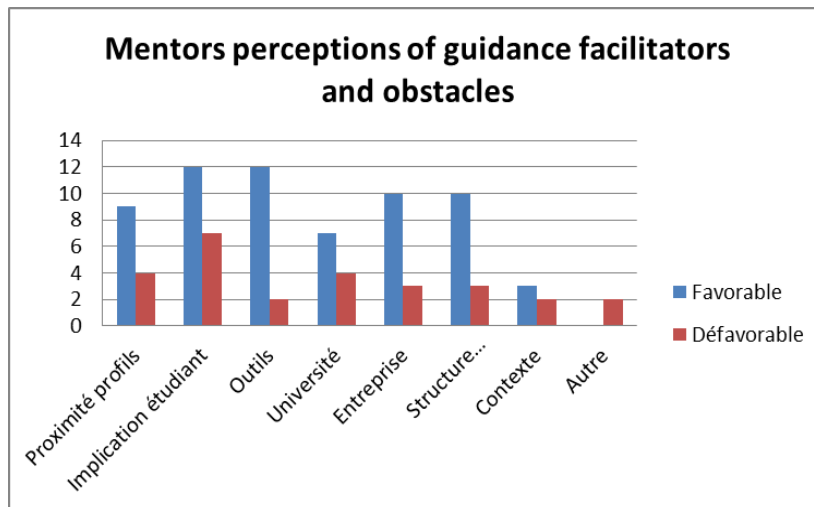
*« C'est tout ce qu'on a fait à côté de l'Université, c'est ça qui importe. Ce qu'on est et ce qu'on a fait à côté de l'université ? (...) Sortant de l'Université avec tel diplôme, il y a 9 chances sur 10 que les autres aient le même lors de l'embauche. Qu'est-ce qui va faire la différence ? C'est toi, comment tu parles, comment tu te comportes et puis ce que tu as fait à côté » (P15).*

*« ...puis c'est tout l'intérêt de l'expérience parce que nous référents professionnels, forts de notre expérience à l'extérieur et de nos profils, ben voilà, je peux me permettre de dire ce qui peut marcher ou pas en ce moment...aujourd'hui tout le monde va dans le même moule et donc faut un peu se décaler... (...) Moi je dis chapeau à (l'étudiant) parce qu'il faut le faire quand même (faire ses études avec un handicap), faut avoir la motivation et je pense que ça se vend bien en entreprise te faut en être convaincu faut l'amener, faut pas y aller en mode plaintif, hein! Mais bon, faut être motivé, hein! » (P15)*

L'analyse des résultats montrent que les référents, guidés par leur vision des attendus et exigences du marché du travail s'appliquent à s'adapter aux besoins des étudiants (stratégies orientées vers les étudiants) dans la plupart des cas, en travaillant sur ce qu'ils ont perçu comme étant leurs points de blocages (repli, dramatisation du marché du travail) sans que ceux-ci les aient d'ailleurs exprimés directement.

Interrogés sur leurs perceptions des éléments favorables et obstacles ayant pu influencer la qualité de l'accompagnement des étudiants, les référents ont fait ressortir plusieurs points présentés dans le tableau ci-dessous.

**Figure 12 : Perception des référents des obstacles et éléments ayant favorisé leur travail d'accompagnement**



Parmi les éléments favorables à l'accompagnement réalisés par les référents, ces derniers notent en premier lieu l'importance de l'implication des étudiants, les outils, en second lieu leur entreprise, la structure d'accompagnement Tremplin et la proximité des profils professionnels entre les étudiants et eux-mêmes.

#### ***L'implication des étudiants :***

Plus de la moitié des référents a trouvé que l'implication des étudiants était un facteur facilitant leur travail d'accompagnement.

*« (Le point positif sur les entretiens avec l'étudiant, c'est que) les entretiens sont toujours très constructifs ; il est très à l'écoute. Les échanges sont riches, c'est quelqu'un qui veut y arriver, il n'attend pas le prochain entretien pour faire ce qui est demandé. Il demande des conseils aussi à ses professeurs. Il est mobilisé. » (P20)*

Dans les cas où les étudiants ne sont pas impliqués dans le projet, les référents trouvent l'accompagnement plus difficile à réaliser. Par exemple, l'une d'entre eux explique qu'avec l'étudiante qu'elle parraine, elle se sent obligée de faire un interrogatoire, elle ajoute :

*« J'ai trouvé ça pénible de lui tirer les vers du nez, j'ai trouvé qu'elle ne jouait pas le jeu. Soit elle a pas compris, soit, elle croyait que j'avais toutes les infos, mais c'est pénible de faire l'interrogatoire » (P2).*

#### ***Les outils***

Tel que décrit plus haut, d'après le questionnaire final, les outils du guide du référent ont particulièrement été plébiscités par les référents, surtout la feuille de route. Les données qualitatives recueillies en début de projet montraient davantage d'incertitude quant au soutien que les référents avaient l'impression de recevoir de la part de l'opérateur responsable de l'implantation du projet Univers Emploi. Au final ces

données invitent à conclure que si certaines inquiétudes existaient au début du projet, ces dernières se sont évanouies avec l'avancement du projet qui a été de mieux en mieux compris, rendant possible que les référents se l'approprient.

L'enjeu souligné par ces données n'en reste pas moins, comme souligné dans le chapitre « engagement », d'initier une réflexion sur la mise en place d'outils et modalités de soutien initial aux référents de façon à prévenir leurs interrogations en tout début de projet.

### **L'entreprise**

La moitié des référents a fait ressortir que leur entreprise avait été aidante quant à leur propre rôle au sein du projet Univers Emploi. Ceci fait écho aux propos recueillis sur leur mobilisation, montrant qu'en effet la mesure principale que les entreprises avaient prévu concernant le soutien des référents consistait à l'aménagement de temps ou à une certaine liberté de gestion de leur temps liée à leur fonction ; ce qui était perçu comme un élément plutôt facilitateur. Alors que des répondants expliquent qu'ils ont eu une décharge de temps pour pouvoir participer au projet (par exemple P20), d'autres expliquent que leur poste et fonction leur permettent de « se rendre disponible (au moment souhaité) » (P15). Dans le même ordre d'idée, un référent explique :

*« Ca prend un peu de temps oui, mais pas trop parce que là dessus j'ai un groupe qui m'emploie et qui me donne les moyens, j'ai un job qui me permet [d'arranger mon emploi du temps] (...). Je pense que sur des fonctions où les gens n'ont pas la latitude, la liberté, oui, je pense que ça peut être beaucoup plus compliqué. Mes collaborateurs directs n'auraient pas la souplesse que j'ai. Et puis c'est pas ce qu'on leur demande, c'est pas leur job...après voilà, j'ai cette souplesse...et puis à partir du moment où la DRH me sollicite, j'ai cette souplesse de ne pas à devoir rendre des comptes. Maintenant oui, comme tout le monde j'ai des objectifs, j'ai des choses à faire mais je m'arrange. Pour d'autres salariés, ce serait impossible! il faut donc aller chercher, je pense, dans les strates supérieures de l'entreprise pour avoir des gens qui ont plus de souplesse, qui ont pas trop de comptes à rendre sur leur temps, qui doivent pas pointer » (P15).*

Une autre répondante explique qu'elle s'est engagée car elle est plus disponible que les autres :

*« ...parce que c'est quand même un projet qui est chronophage ! j'ai compté, ça fait quand même 8 jours de travail en tout ! (...) Je me voyais mal demander ça en plus...je me voyais mal rajouter ça à des cadres auxquels j'avais pensé....donc on a décidé que moi j'étais moins impactée, dans un 1er temps, donc là tout de suite, j'étais donc le mieux à même de m'associer à cette réflexion et à ce travail » (P14).*

Un autre aspect facilitant lié à l'entreprise est amené par un référent qui trouve avantageux de pouvoir se tourner vers des ressources internes pour accompagner l'étudiant dans son projet :

*« L'avantage de travailler dans un grand groupe est d'avoir des personnes ressources. (...) j'ai invité (l'étudiant) à appeler une personne de ma part » (PJ).*

### **L'association Tremplin**

La moitié des référents a noté que Tremplin avait favorablement contribué à la qualité de leur accompagnement. Ce résultat fait écho aux données du chapitre « engagement » et plus spécifiquement à la forte appréciation que les référents ont eu de la journée d'information organisée par cet opérateur.

### **La proximité des profils**

Le principe de la méthodologie d'accompagnement Univers' Emploi implique que les étudiants en situation de handicap soient associés à des référents provenant d'entreprises participant au projet. Le binôme se rencontre pour la première fois le jour de la signature de la charte d'engagement. Ce type de dispositif, comme on l'a vu dans la partie « Engagement » a surpris une majorité de référents qui n'a pas compris pourquoi ils n'étaient pas associés en amont à la constitution de leur binôme.

Plusieurs référents ont insisté sur l'avantage d'avoir une proximité de profils et de cursus ou même parfois d'origine avec les étudiants, d'autres sont plutôt d'avis que ce qui compte c'est le type de relation qui se crée au moment de l'accompagnement : y a-t-il de la confiance ? L'étudiant se sent-il à l'aise pour exprimer ses besoins et ses souhaits ?

Parmi les répondants regrettant l'absence de proximité professionnelle, certains se sont sentis déstabilisés, ne sachant plus comment « orienter » l'étudiant. Un référent explique qu'elle a trouvé difficile d'accompagner un étudiant dont le domaine d'étude était tout à fait nouveau pour elle :

*« Mais si j'avais eu des informations sur (le domaine d'étude de l'étudiant), la filière, les débouchés, parce qu'Internet, ça reste limité pour avoir de la bonne information... c'est difficile d'orienter et de donner des pistes si on n'a pas de résumé de la filière et des débouchés » (P8).*

Pour d'autres référents, le fait de ne pas travailler dans le domaine professionnel auquel se destine l'étudiant peut au contraire présenter un avantage : la différence de secteur professionnel permet d'éviter de « pistonner » l'étudiant. (P7). Ou encore comme le souligne un autre référent :

*« Je ne servirai pas d'intermédiaire ou de piston pour une embauche. On n'est pas là pour user de nos relations pour que l'étudiant trouve un emploi... » (P9).*

Dans certains cas, le référent se considère comme interchangeable: il considère que n'importe qui pourrait prendre sa place, que ce n'est pas forcément une question de compétences ou des filières d'études ou d'emploi :

*« Apparemment, c'est pas mes compétences qui jouent là (...), ce qui est important, c'est la relation humaine, c'est d'essayer d'établir une relation de confiance, un lien, un contact pour essayer de la comprendre, ce qu'elle cherche... dans l'amalgame de doutes qu'elle présente, faut essayer d'avoir une vision plus globale et pointer les choses qui pourraient être intéressantes pour elles... parce qu'elle n'a peut-être pas cette vision plus large. » (P16)*

D'autres ont perçu que la proximité professionnelle qu'ils avaient avec les étudiants leur permettait réellement de réaliser un accompagnement plus satisfaisant pour l'étudiant et pour eux (P4). Par exemple pour un référent, il est nécessaire qu'il y ait cette culture commune avec l'étudiant :

*« Si j'avais eu quelqu'un si se dirige vers le contrôle de gestion, je lui aurais dit allez voir mon contrôleur, moi je peux rien pour vous » (P4).*

Ce débat existant sur le fait d'être ou non proche de l'étudiant en termes de profil professionnel permet de mettre en lumière toute une série d'arguments intéressants en faveur ou contre cette proximité. Chacun se positionne selon une rationalité valable et exprime son point de vue. Toutefois, l'incompréhension parfois liée à la manière dont se sont constitués les binômes et de laquelle découle parfois pour certains référents le regret de ne pas avoir été associés à la constitution des binômes suggère, comme nous l'avons déjà souligné plus haut, de réfléchir à la façon d'informer les référents, et sans doute, également les étudiants sur les principes présidant aux critères de sélection et d'appariement.



## CHAPITRE V: LES EFFETS DU PROJET

En reprenant les principaux effets de la participation à Univers Emploi pour l'ensemble des acteurs, force est de constater que ce dernier a facilité une forme d'empowerment entendu comme « ... un processus par lequel une personne qui se trouve dans des conditions de vie plus ou moins incapacitantes, développe par l'intermédiaire d'actions concrètes, le sentiment qu'il lui est possible d'exercer un plus grand contrôle sur les aspects de sa réalité psychologique et sociale <sup>33</sup> ... ».

### 1. Pour les étudiants :

Les étudiants ont été particulièrement satisfaits de leur participation au projet. Si pour la clarté du propos, on distingue les apports personnels et professionnels, ils sont dans la réalité intimement liés.

#### ✓ Effet sur le plan personnel (relation à soi)

Le projet a permis aux étudiants d'avoir davantage confiance en eux. En effet, il semble que la mise en relation avec un référent professionnel leur a permis à travers des échanges répétés et réguliers de s'approprier leurs études et d'avoir une vision claire de ce qu'ils souhaitent entreprendre. D'où le sentiment assez fort d'être davantage confiant.

*Ça a permis de confirmer ce que je pensais déjà, confirmer mes opinions sur les questions que je me posais. Comment aborder ce dernier stage à l'université... c'était vraiment la transition vers l'emploi, les pièges à éviter. Avoir une sorte de mode d'emploi pour réussir ce passage...les bonnes façons de faire....*

Ce regain de confiance a été possible grâce à l'acquisition d'un certain nombre d'outils sur lesquels nous reviendrons. Mais notons qu'il s'est accompagné d'une aisance à parler de soi à travers un exercice d'introspection :

*Le fait d'en parler, le fait d'être la plus précise, la plus claire dans ce que je souhaite faire dans mon projet qui n'était pas encore bien établi, là, j'ai pu mener une réflexion personnelle, faire un travail d'introspection pour voir quelles sont mes qualités, ce sur quoi il faut que je travaille (S4)*

<sup>33</sup> LE BOSSÉ Y., LAVALLÉE M., (1993). « Empowerment et psychologie communautaire Aperçu historique et perspectives d'avenir ». *Les Cahiers Internationaux de Psychologie Sociale*. N° 18. p 7-20

Ce regain de confiance en soi s'est nécessairement concrétisé par une prise de conscience de ses atouts et de ses possibilités :

*« Ça fait que maintenant je me sens capable de... je me sens capable d'aller dans le monde professionnel, d'aller plus loin... (S19) »*

#### ✓ Effet sur le plan personnel (relation aux autres)

La même étudiante souligne le rôle du projet dans sa relation aux autres.

*« Avant, j'étais un peu timide grâce à mon référent professionnel, maintenant, je donne des conseils à mes propres amis et je sais que mes conseils sont entendus et ont de la valeur parce que c'est mon référent qui me les a donnés. Quand je donne un conseil à une amie, je sais qu'il a plus de valeur ». (S19) »*

Un autre apport a été souligné par certains étudiants. Ceux que l'on pourrait qualifier d'éloignés de l'emploi parce qu'ayant pas ou très peu d'expérience professionnelle ont, en effet, mis en avant, une forme de connaissance presque intuitive du monde de l'entreprise. Certains étudiants n'avaient jamais mis les pieds dans une entreprise ou une administration d'un côté différent de l'usager ou du client si bien que passer de l'autre côté de l'accueil, visiter les bureaux, les salles de réunion..., c'est découvrir un monde qui était jusqu'alors inaccessible. Monde à la fois matériel et relationnel :

*« J'ai vu c'était comment une salle de réunion avec tous les équipements... passer dire bonjour à ses collègues, prendre le temps de boire le café ensemble, ne pas s'enfermer directement dans son bureau... tout ça, c'est super important »*

L'effet capacitant commence ainsi par le lieu dans lequel se déroule le premier entretien. Lorsqu'il a lieu dans l'entreprise du référent, il permet à l'étudiant d'avoir une première connaissance presque visuelle de ce qu'est le monde de l'entreprise. Il facilite la possibilité de se projeter dans un lieu et par là-même parfois dans un emploi.

Ces connaissances sont évidemment centrales pour une transition réussie vers l'emploi.

#### ✓ Effets sur le plan professionnel

Sur le plan professionnel, l'apport est d'autant plus important que l'étudiant était éloigné de l'emploi si bien que cela se matérialisait dès le départ non seulement par une méconnaissance du monde de l'entreprise mais aussi par un projet professionnel confus.

Lier apport et degré de précision du projet professionnel en intégrant une autre dimension : la proximité du domaine d'étude de l'étudiant et du secteur professionnel du référent : l'apport est moindre quand le degré de précision du projet professionnel est important et qu'il existe une grande distance entre le domaine d'étude de l'étudiant et le secteur professionnel du référent. Mais, ici, intervient une autre variable, le degré d'implication du référent. Toutes ces considérations peuvent, en effet, être fortement nuancées, si l'étudiant perçoit une forte implication de son référent pour comprendre un domaine auquel il n'est pas rompu (S1)

Pour S4, les apports sont multiples et interagissent. Elle n'avait qu'une idée lacunaire de son projet et grâce aux entretiens avec son référent, elle a pu circonscrire son domaine d'étude. Elle pense avoir été éclairée grâce aux questions posées par ce professionnel sur la façon de procéder pour rendre son projet efficient :

*« Les entretiens avec mon référent m'ont permis de développer et d'enrichir mon projet alors et maintenant je sais où je souhaite aller. »*

Elle a également eu accès aux contacts de son référent<sup>34</sup> :

*« Du fait que mon référent a des contacts, qu'il connaisse du monde dans le domaine de l'édition en ligne ça m'a permis d'avancer et de rendre mon projet plus vivant et plus dynamique »*

Pour synthétiser, elle donne d'elle-même deux apports centraux : la méthodologie et l'introspection :

*« J'avais plein de projets à l'esprit. Il m'a encouragé à créer un carnet d'adresse à plusieurs niveaux en fonction de la temporalité (le MT et le CT) un carnet d'adresse en fonction des partenaires (universitaire, éditorial...) il m'a dit de me créer un planning de ce qu'il fallait que je fasse pour mieux m'organiser. Faire une veille mais de façon précise (j'ai tjrs su qu'il fallait faire une veille mais sans savoir comment) Comment lier mon projet avec d'autres actions, avec des entreprises et aller plus loin.*

*« là j'arrive à créer des passerelles entre les rencontres que je fais, mon projet... tirer le positif de cette entreprise et des entretiens avec Julien » . J'ai suffisamment appris dans la méthode et je reprends mes notes... et maintenant je suis à l'aise pour travailler sur moi-même. Maintenant, c'est à moi de voir comment je peux rendre tout cela concret. »*

Pour S9, la situation est différente par rapport à S4. Pour S9, le projet était bien construit dès le départ (travailler dans un secteur professionnel précis) mais l'apport se situe dans la capacité à avoir pu préciser sa spécialité. (« C'est la spécialité qui me manquait »). Pour lui, seul un professionnel travaillant dans le même domaine que ses études était en mesure de lui apporter ce qui lui manquait. à travers ces conseils, SJ est persuadé qu'il est mieux armé pour réussir son intégration dans un service donné.

<sup>34</sup> Pour S J aussi : *« La partie création de réseaux professionnels est très importante »*

*« Maintenant, je sais qu'on aime bien les personnes qui vont vers l'info. C'est à moi de faire un grand pas vers eux pour voir comment ça se passe, pour r s'imprégner du métier. »*

Pour un autre étudiant, l'apport tient de la posture que lui-même adopte face à son référent :

*« C'est des entretiens privilégiés avec une professionnelle (...) on s'adresse à eux [les professionnels] de façon particulière, on parle pas pareil, on se tient pas pareil ». (S7)*

Pour S7, l'accompagnement lui a permis de s'inscrire dans une dynamique (*avancer, chercher de l'info : on se fixe des échéances...on se motive un peu : aujourd'hui je dois faire ça*) et d'ajuster son langage, son attitude face à un professionnel. *« Dans notre attitude, dans notre langage, c'est bien cadré ... »*

Ainsi, en contact avec son référent, S7 adapte son attitude, son langage et adopte le comportement attendu du « bon candidat ». L'accompagnement devient alors un lieu de transmission des normes comportementales et de présentation de soi qui n'est pas toujours explicité.

Cette normalisation des comportements se retrouve, il est vrai, dans tous les conseils émis par les référents mais elle se fait également de façon totalement invisible via une autre dimension qui n'apparaît pas dans tous les entretiens : la représentation que l'étudiant se fait de son référent.

Par exemple, S7 dont le référent est responsable de service dira de celui-ci *« c'est une personne importante qui me donne de son temps et c'est déjà super sympa, je vais pas lui parler comme je parle à mes potes ! »*.

Enfin, S7 apprécie les conseils plus généraux que lui donne son référent. Par exemple, il arrivé en fin de droit pour l'AAH, P7le conseille en matière de procédure avec la MDPH.

De façon globale, les entretiens ont permis aux étudiants de formaliser une méthode de travail :

*« Voila ce que j'ai fait, voila ce qui reste à faire et comment je vais le faire et quand ! » (S9)*

La manière de démarcher l'entreprise dans laquelle cet étudiant a été recruté en stage lui a été conseillé par son référent : cibler les entreprises en utilisant les pages jaunes. Ainsi, il a appelé une à une toutes les entreprises du secteur vers lequel il souhaite se diriger pour proposer sa candidature. De même qu'il a posté son CV sur le site internet de plusieurs entreprises (*« il m'a dit comme ça je suis considéré comme un « chercheur actif », je savais pas ce que ça voulait dire ! »*). Par ailleurs, les entretiens avec son référent lui ont permis de valoriser une caractéristique qu'il ne considérait pas comme professionnellement exploitable : la langue arabe. Son référent a fait le lien entre l'atout de cette langue et la possibilité de postuler dans des cabinets ayant une forte clientèle arabophone.

Une majorité d'étudiants rappelle que leur participation à Univers Emploi leur a permis de préciser et d'affiner leur projet professionnel en passant de la théorie à la réalité pratique et

pragmatique. Cela passe par des conseils personnalisés, des mises en relation avec tout un réseau professionnel, des mises en pratique (simulation d'entretien, rédactions de cv et de lettres de motivation...), des mémos pour chercher des informations notamment en matière de handicap.

## ✓ Acquisition et renforcement de compétences

Beaucoup d'étudiants font état d'une meilleure connaissance des aides financières proposées aux entreprises et administrations qui recrutent un salarié en situation de handicap.

Univers'Emploi a, par ailleurs, permis aux étudiants d'acquérir des compétences en matière de méthodologie de recherche (cf. supra...)

## 2. Pour les chargés d'accueil

Les chargés d'accueil insistent sur l'importance de l'effet capacitant non pas sur eux-mêmes mais d'abord et avant tout sur les étudiants. On peut néanmoins relever quelques effets sur leur propre pratique professionnelle.

### Mieux connaître les étudiants

Concernant la pratique des charges d'accueil, on note deux principales manières de se positionner vis à vis des étudiants en situation de handicap: un comportement aidant (care) et un comportement plus formalisé.

Les chargés d'accueil se trouvant dans la première configuration, le guide a été utilisé dans le cadre de l'entretien d'évaluation sans que cela ne modifie, par la suite, leur pratique.

En revanche, pour la chargée d'accueil se trouvant dans la deuxième configuration, l'utilisation du guide lui a permis de s'approprier des questions auxquelles elle ne pensait pas spontanément. Cela a également permis de formaliser des entretiens et accéder ainsi à des informations auxquelles elle n'avait pas accès. Au point où elle estime avoir été plus loin que le modèle danois si bien qu'on est au-delà même du transfert de compétences.

*« Quand on fait le questionnaire [d'évaluation des besoins / UE] et qu'on déroule jusqu'au bout...moi je leur demande "comment vous apprenez et quelles stratégies vous avez mises en place depuis la plus tendre enfance pour arriver là où vous êtes maintenant ?" et à partir de là, quand on remonte, on s'aperçoit qu'ils ont mis en place des tas de choses mais ils l'ont jamais verbalisé ! Et le fait de l'explicitier, ça nous permet de faire la passerelle avec l'université, avec les exigences, le degré d'autonomie qu'on attend...avec les aides qui peuvent suppléer parce qu'il va leur manquer un petit truc et on va travailler là-dessus.*

*(...)!Et même si je connaissais les étudiants depuis un moment, j'ai encore appris des choses au moment du projet ! y a eu des choses nouvelles, comme par exemple des paramètres que j'avais pas du tout identifiés comme importants (l'environnement familial, parce que ça a un impact sur les études, comme les ressources/difficultés financières notamment!)*

*(...) Alors on a déroulé la grille de bout en bout, mais je crois pas que ce soit pertinent au 1<sup>er</sup> entretien quand même ! Parce que l'étudiant il va pas se livrer comme ça tout de suite, mais on arrive à déceler les choses au fur et à mesure du parcours...Par ex. les hobbies ou des choses que l'étudiant ne voyait pas comme permettant de développer des compétences notamment. (...) Mais l'intérêt de cette grille c'est qu'elle nous permet de pas oublier des choses importantes, c'est une sorte de mémo !...des choses sur lesquelles on sait qu'on pourra revenir une fois qu'on sentira que l'étudiant est prêt. »*

*(...) En fait on apprend des trucs qu'on ignorait avant et qui sont fondamentaux ! Parfois on se centre sur quelque chose et on passe à côté de trucs qu'on pense ne pas être de notre ressort...et en même temps on peut pas l'ignorer ! J'essaye d'intégrer les différentes dimensions de la grille, mais la difficulté c'est de les intégrer au bon moment, sans que ce soit intrusif, en invitant la personne quand elle est prête à le dire, l'inviter à l'exprimer.... »*

Le projet a permis de s'interroger sur la relation entre les chargés d'accueil et les étudiants et montre que celle-ci devait être basée sur des outils et sur l'évaluation des besoins académiques et professionnelles. Le projet a facilité le passage d'une approche émotionnelle à une approche plus formalisée.

### *Mieux approcher l'entreprise*

Par ailleurs, le projet a permis de faire émerger la volonté de poursuivre et de mener d'autres projets internes au service handicap dont l'esprit se rapproche de ce qui a été fait dans le cadre d'Univers'Emploi :

*« La démarche est intéressante pour approcher l'entreprise, le collaborateur, et pour l'impliquer dans quelque chose qui est de l'ordre de "je parraine un étudiant, je vais l'accompagner à un moment de son parcours ». Vraiment c'est ça qu'il faut qu'on travaille parce que c'est là que ça se joue, c'est là que ça va être aidant...si on arrive à faire un réseau de plus en plus large, quitte à créer une chaire "Diversité"...je pense qu'on avancera beaucoup, parce que après c'est eux qui vont être porteurs de cette expérience et qui vont avoir envie ou pas d'aller plus loin. (...) J'attends beaucoup des groupes de travail. » CA2*



### 3. Pour les référents professionnels:

Interrogés à la fin du projet sur l'influence que le projet avait eu sur leurs perceptions, les référents ont fait ressortir l'importance que ce projet avait eu sur leur vision de l'accompagnement des étudiants.

Pour la plupart des référents, cette expérience était nouvelle et a suscité tout au long de l'accompagnement des réflexions importantes sur la meilleure façon d'accompagner les étudiants. Même si les référents professionnels n'ont pas vraiment renforcé leurs aptitudes techniques (un des référents affirme, par exemple, que ce projet se situait dans la lignée de la gestion classique de projet), certains ont pris conscience d'une forme d'affirmation de leur compétences. Cette expérience aura permis d'approfondir leurs compétences en matière d'accompagnement :

*« (Le projet Univers Emploi aura été l') occasion d'approfondir le type d'accompagnement proposé pour en tirer des conclusions par rapport aux accompagnements faits par ailleurs. (Il aura aussi donné la) possibilité de voir des nouveaux outils » (P7, entretien collectif juillet 2012).*

Une autre répondante explique qu'elle a vraiment concrètement appris à accompagner un étudiant en situation de handicap, ce qui constitue un véritable apport par rapport à son domaine d'étude et son diplôme (P12, entretien collectif, Juillet 2012).

Plusieurs référents notent l'évolution du regard qu'ils portent sur les jeunes handicapés suite à leur participation au projet a profondément changé.

*"C'est une expérience civique. Le fait de confronter des points de vue avec l'étudiant, rien que ça, ça m'a beaucoup apporté ..."* (P9)

Plusieurs reconnaissent que cette vision est beaucoup moins empreinte de préjugés ou de clichés depuis leur participation à l'expérimentation. Certains ne pensaient au handicap que si celui-ci était visible, invoquant l'image forte du fauteuil roulant et ont donc été surpris de voir des étudiants « debout ». D'autres n'imaginaient pas tout ce qu'une personne en situation de handicap pouvait faire et explique que le projet leur a permis d'en prendre conscience. Dans d'autres cas, l'évolution du regard des référents est liée à la prise de conscience du fait que tout le monde peut être touché par le handicap, y compris le référent ou sa famille.

Pour les référents professionnels qui n'avaient pas une connaissance intime du handicap, leur participation au projet a été une occasion de parler de ce sujet en famille. (P20, P16). C'est en famille que certaines questions suscitées par l'accompagnement pouvaient être discutées: les conjoints devenaient source de conseils et permettaient une mise à distance. Un des référents a même indiqué qu'il se sentait mieux préparé à faire face, par exemple, à un enfant en situation de handicap si cela devait arriver. (P20).

Dans un autre cas de figure, un référent explique clairement que le projet a permis qu'il se débarrasse d'une vision des personnes en situation de handicap empreinte de pitié :

*“Ma participation au projet a changé ma manière de me comporter et de voir les gens handicaps. Avant, j'étais dans la pitié et maintenant, je sais que c'est des personnes qui sont là et qui doivent aussi étudier, travailler... maintenant, ça je le sais. (P20)*

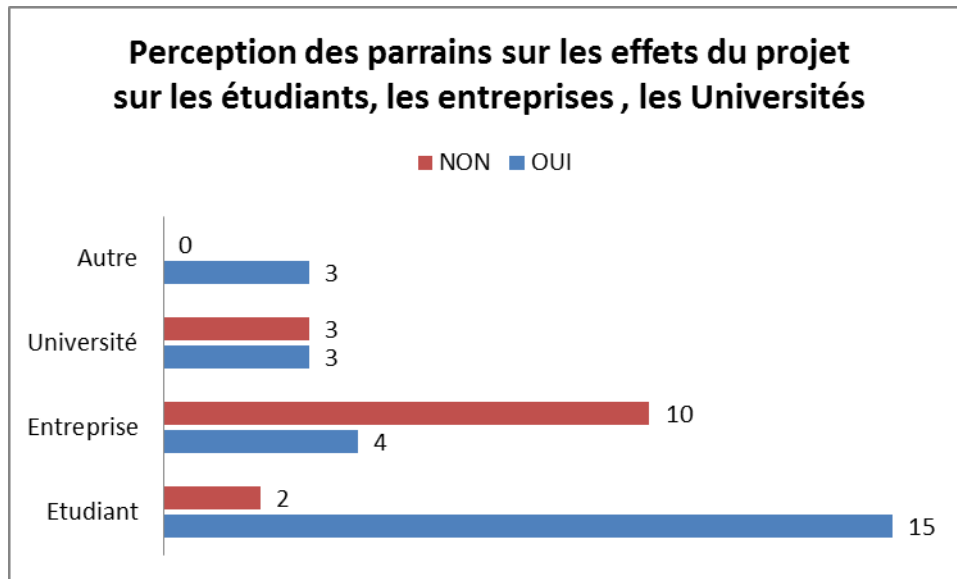
Un référent professionnel indique même que sa participation au projet a eu un impact sur sa façon de travailler. Cela ne concerne pas spécialement comment accompagner les étudiants en situation de handicap mais rejoint la question de l'accessibilité liée à la documentation. Il a ainsi souligné que le projet professionnel de l'étudiant qu'il accompagné l'a motivé à s'intéresser à l'accessibilité des ouvrages et au numérique. (P5).

Si les référents reconnaissent en majorité que leur participation au projet a eu un impact sur leur regard sur les jeunes en situation de handicap, ils sont beaucoup moins nombreux à mettre en avant que leur regard sur le handicap dans l'entreprise a changé. Ils sont même plus d'un tiers à trouver que sur ce point, il y a eu peu d'évolution.

Les résultats ci-dessous montrent que la moitié des référents estime que le projet n'a pas eu grand effet sur les entreprises. Est-ce parce que les entreprises ont été moins en interaction avec les étudiants ? Cette question rappelle l'enjeu déjà évoqué plus haut, de l'implication des entreprises dans le projet ainsi que du soutien apporté aux référents.

Pour les trois quarts des référents, les véritables gagnants en termes d'effets du projet sont véritablement les étudiants dans une moindre mesure, les Universités, avec lesquelles ils ont finalement eu peu de contacts, sauf à Strasbourg.

**Figure 13 : Perception des référents sur les effets du projet sur les étudiants, les entreprises, les Universités**



Les référents ont noté les effets suivants sur les étudiants :

- Un meilleur éclairage sur le monde professionnel
- Savoir mener une recherche d'emploi
- Prendre confiance pour les entretiens professionnels
- Bénéfice d'un bon « training » avant les entretiens professionnels
- "Dédramatiser" le monde du travail et donner confiance
- Améliorer, donner confiance en soi
- Acquérir des outils méthodologiques,
- Préciser son projet
- Appui à la décision devant le carrefour L3 M1
- Meilleure connaissance de soi
- Meilleure connaissance de ses attentes
- Améliorer l'organisation du travail et le respect des échéances et objectif (le respect du temps et des objectifs)
- Une meilleure connaissance monde du travail
- Déblocage de la vision et des moyens pour préciser l'objectif souhaité et l'atteindre
- Améliorer la motivation

## PART III: CONCLUSION

En s'appuyant sur le service Handicap de chacune des universités, le projet Univers Emploi a permis de proposer aux étudiants en situation de handicap une méthodologie innovante d'accompagnement partant de l'université et dont le cœur réside dans une relation privilégiée avec un référent professionnel.

La mise en place de ce projet a fait émerger des enjeux face auxquels le travail de recherche permet d'avancer quelques recommandations.

### 1. Une diversité d'enjeux

En s'appuyant sur le matériau recueilli dans le cadre de la recherche, plusieurs enjeux ont été mis en avant.

#### *La participation des acteurs*

Le partenariat mis en place avec les universités a été essentiel pour mobiliser les étudiants. Il a été plus facile à mettre en place lorsqu'il existait déjà des liens.

Dans la configuration où le service Handicap ne se situe pas sur le campus universitaire, le chargé d'accueil avait moins de possibilités de connaître la totalité des étudiants en situation de handicap si bien que le nombre d'étudiants susceptibles d'être intéressés par le projet est moins important. Ainsi, certains étudiants participant au projet Univers'Emploi n'avaient pas une connaissance approfondie et régulière du service Handicap. D'où dans certains cas, le nombre important de réunions d'informations, d'appels téléphoniques, de relances par mail de la part des chargés d'accueil pour susciter et conserver l'intérêt des étudiants.

Dans la configuration où le service Handicap est parfaitement connu des étudiants, le chargé d'accueil a mis en place une stratégie personnalisée pour mobiliser l'étudiant. Au-delà des mails ou des réunions d'information, le chargé d'accueil est en mesure de présenter, de façon personnalisée, le projet à chaque étudiant. Ainsi, en s'appuyant sur les besoins des étudiants qu'ils connaissent bien, les chargés d'accueil présentent Univers'Emploi en partant précisément des effets que pouvait apporter ce projet aux étudiants.

#### *Les enjeux liés à la sélection des étudiants*

Plusieurs critères ont été respectés :

- le genre
- le type de handicap
- l'année d'étude

Si le genre n'apparaît pas tout au long de l'analyse comme une variable explicative, rappelons que ce critère a été respecté si bien que l'échantillon est composé pour moitié d'hommes et de femmes.

Notons néanmoins que durant l'expérimentation, les deux sorties du projet sont le fait de deux étudiantes. Mais, ici comme ailleurs dans l'analyse, le genre n'est en rien mobilisé pour

expliquer ces deux sorties. En effet, ces deux jeunes filles ont décidé de mettre fin à l'accompagnement dont elles bénéficiaient et, les raisons qu'elles invoquent nous poussent à y voir non pas un échec mais une redéfinition de leurs priorités, conséquence directe de leur participation à Univers Emploi. En effet, les deux étudiantes ont redéfini leur projet professionnel de telle sorte que la que la transition vers l'emploi ne leur apparait plus comme démarche immédiate pertinente. L'une décide de poursuivre ses études et s'inscrit en doctorat tandis que l'autre, après avoir appris que sa maladie diagnostiquée comme dégénérative ne le serait pas, décide de poursuivre ses études.

Au-delà de ces deux « sorties, ces exemples montrent le décalage entre des années d'études perçues comme étant de transition : L3, M2 pourtant vécues différemment par les étudiants. Ainsi, au lieu de prendre, en amont un critère d'année d'étude, il aurait été plus pertinent mais aussi plus coûteux en temps, de prendre en compte le rapport que les étudiants entretiennent avec leurs études et plus particulièrement l'année à laquelle ils sont inscrits.

Concernant le type de handicap, (handicap moteur, sensoriel, santé mentale et maladies invalidantes), l'essentiel des étudiants avaient un handicap moteur ou sensoriel. Nos résultats ne permettent pas d'établir de lien entre le type de handicap et les difficultés d'accès à l'emploi. Concernant la santé mentale, l'une des premières difficultés résident dans le nombre extrêmement faible d'étudiants se déclarant comme étant touché.

Enfin, concernant l'année d'études, il a d'abord été décidé de mobiliser des étudiants en année de transition, soit L3 et M2. Dans l'échantillon, se trouvaient également des étudiants en M1 qui faute d'avoir trouvé un stage ou en emploi l'année précédente qu'ils considéraient comme la dernière ont finalement poursuivi leurs études.

### *Les enjeux liés à la sélection des entreprises*

Dans le cadre de l'expérimentation, l'association Tremplin était chargée de sélectionner les référents professionnels et par là même de mobiliser les entreprises autour de la thématique de la transition vers l'emploi des étudiants en situation de handicap. L'une des grandes questions consiste à se demander qui sera dorénavant compétent et légitime pour faire le lien entre les entreprises et l'université : une association intermédiaire telle que Tremplin ? le service handicap ? le Bureau d'Aide à l'Insertion Professionnelle ?

Au-delà de l'acteur opérationnel, l'un des enjeux réside surtout dans les moyens alloués à cette question et à sa mise en œuvre. Comme le faisait remarquer un chargé d'accueil « *la vraie question c'est est ce qu'on recrute quelqu'un pour ne s'occuper que de cette dimension ?* ». La question est posée. Elle est éminemment politique.

### *Les enjeux liés à la formalisation du partenariat*

Dans le cadre de l'expérimentation, trois moments forts ont eu lieu pour formaliser le partenariat entre les différents acteurs.

Tout d'abord, une convention entre l'INSHEA et chacune des trois universités a été signée. De même qu'une convention entre l'INSHEA et chacune des entreprises dont sont issues les référents professionnels.

Enfin, la signature de la charte, document tripartite entre le référent professionnel, l'étudiant et Tremplin reprenant les obligations de chacun, fut célébrée de façon plus ou moins festive, mais a toujours été considérée comme un moment officiel dans l'engagement, surtout pour les étudiants, pour qui, il s'agissait parfois, du premier engagement signé.

### *Les enjeux liés aux retours et aux partages d'expérience des référents*

Les groupes de travail ont été de véritables lieux de partage d'expérience enrichissant pour les référents dans la mesure où invités individuellement à revenir sur ce qui avait été fait avec l'étudiant, ils s'enrichissaient et s'inspiraient de ce que d'autres avaient pu réaliser. Les groupes de travail ont également permis de libérer la parole des référents qui étaient invités à verbaliser leurs doutes et leurs questionnements. Cela a concrètement permis la mise en place d'un réseau via l'émergence d'une culture partagée où chacun en racontant « son » accompagnement avec l'étudiant suivi a transmis des façons de faire parfaitement transférables pour d'autres étudiants. Ainsi, il pouvait s'agir de conseils, de stocks de « ficelles » d'où pouvaient puiser les référents professionnels.

### *Les enjeux liés à l'évaluation des besoins des étudiants*

En France, le guide d'évaluation des besoins des étudiants a été relativement bien perçu dans la mesure où il est qualifié par les chargés d'accueil comme étant complet. Cependant, contrairement à d'autres pays, certaines questions du guide n'ont pas pu être posées. Il s'agit des questions liées à l'état de santé de l'étudiant car rappelons que le chargé d'accueil est tenu au secret médical. De même que les termes utilisés relevaient parfois d'un vocabulaire ou d'un champ lexical auxquels les chargés d'accueil n'étaient pas rompus, d'où l'importance de s'accorder sur la signification des termes et la justesse de leur emploi, ce qui pourrait à l'avenir passer par une formation peut être plus fournie.

## **2. Les plus-values du projet**

### *Plus-values en termes de mobilisation et d'engagement des acteurs*

L'une des raisons expliquant le succès de la mobilisation des acteurs tout au long du projet est incontestablement le nombre et la qualité d'outils dédiés à la communication. Ainsi, outre les dépliants mis à la disposition de l'ensemble des acteurs, une page entière a été réservée à Univers Emploi sur le site de l'INSHEA. En parallèle, des réunions d'information ont été organisées à la fois au sein des universités, des entreprises et mêmes de l'INSHEA.

Concernant les réunions d'information organisées au sein des universités, elles ont permis de transmettre aux chargés d'accueil et toutes personnes intéressées (collègues, enseignants...) les informations nécessaires pour mobiliser les étudiants. Une fois les étudiants mobilisés, une autre réunion avait pour but d'informer plus précisément les étudiants sur le contenu et les conditions du projet.

Concernant les réunions auprès des entreprises, il s'agissait d'expliquer la nature et les buts du projet ainsi que ce qui était attendu de chaque acteur.



### *La signature de la charte, la formalisation innovante de l'engagement des acteurs*

Comme nous l'avons vu plus haut, la signature de la charte entre référents professionnels, étudiant et Tremplin a été une opportunité de communiquer autour du projet. Ainsi, la signature de cette charte a été investie, dans chacune des trois universités, comme un événement important auxquelles différentes personnes ont été conviées: l'ensemble des étudiants et des référents professionnels, le directeur de Tremplin le responsable du service Handicap ainsi que les autres membres de l'équipe, le chargé d'accueil, parfois des représentants du Bureau d'Aide à l'Insertion Professionnelle, des chercheurs de l'INSHEA. En formalisant l'engagement des acteurs les uns vis à des autres, elle a permis d'officialiser le début de l'accompagnement.

### *Les synergies entre Université et Entreprises*

La charte de 2007 tend à encourager le service Handicap au sein des universités à créer des liens avec les entreprises. Mais cette « nouvelle » mission a été plus ou moins appliquée en fonction des moyens humains et matériels mis à la disposition des chargés d'accueil d'investir. Néanmoins, Univers'Emploi a permis de replacer cette question au cœur des préoccupations des chargés d'accueil. Cela peut évidemment aboutir à une prise de conscience des instances dirigeantes de l'université qui se matérialisera par le déploiement de moyens rendant possible de rendre systématique la création, le développement et le renforcement des liens Université-Entreprises.

### *Les pratiques innovantes d'accompagnement*

En partant des pratiques observées à Aarhus, un travail d'adaptation au contexte local a été entrepris, dans le cadre des séminaires transnationaux, pour rendre applicable la méthodologie danoise.

Cela a nécessité de former les acteurs.

D'une part, une formation d'une journée à destination des chargés d'accueil, de Tremplin et de l'INSHEA a été organisée par les conseillers danois. Les neuf outils utilisés par le centre ont été présentés et ont fait l'objet de nombreux commentaires de la part des chargés d'accueil. Cette formation a permis aux chargés d'accueil de se familiariser notamment avec le guide d'évaluation des besoins, véritable clé de voûte de l'accompagnement des étudiants en situation de handicap par les chargés d'accueil dans la mesure où il permet, sur un même document, de contenir des informations complètes et détaillées. L'usage de cet outil permet ainsi le passage d'une posture de « rendre service » à une posture plus formalisée et techniciste. Cet outil n'a évidemment pas été utilisé tel et chaque chargé d'accueil en fonction de sa sensibilité se l'est approprié.

D'autre part, une journée de formation à destination des référents professionnels de chaque ville a été organisée conjointement par l'INSHEA et Tremplin. Outre les outils de suivi à utiliser dans le cadre de l'accompagnement, cette formation a permis de réfléchir à la fois à la posture du référent professionnel et au contenu de l'accompagnement. Construit autour de quatre entretiens entre un étudiant et un référent professionnel, l'accompagnement a permis d'aborder des sujets concrets tels que la recherche d'information, la mise en place d'un

réseau, la découverte empirique des entreprises, les techniques de recherches d'emploi et a même parfois donné lieu à des simulations d'entretien avec le référent professionnel ou un de ses collègues spécialisés en RH.

### *Les effets du projet sur les acteurs:*

Pour comprendre les effets du projet pour chacun des acteurs, il faut se souvenir du cadre théorique dans lequel la méthodologie d'accompagnement a été mise en place. Résolument proactive, la démarche s'inscrit parfaitement dans la démarche ricœurienne du passage de « l'homme faillible » à « l'homme capable ». D'où le parti pris de définir chacun des acteurs par leurs compétences et leurs capacités. Ricoeur en évoque plusieurs: vouloir, parler, raconter, inventer, interpréter, traduire, se souvenir, oublier, pardonner, reconnaître, agir.

Ainsi, l'origine même du projet s'inscrivait dans une volonté des uns et des autres: n'ont participé au projet que les individus qui l'ont voulu et l'ont clairement dit.

Cette démarche a permis de poser un regard réflexif sur soi et sa pratique pour chacun des acteurs si bien que tant les étudiants que les référents professionnels et les chargés d'accueil font état de cet effet. Tous pointent l'acquisition ou le renforcement de compétences techniques et relationnelles telles que rédiger un CV ou savoir se présenter ou se comporter face à une personne en situation de handicap.

L'une des plus-values de cette démarche réside dans le fait qu'elle n'a été possible qu'à travers une co-construction des connaissances avec l'ensemble des acteurs et les groupes de travail en sont un exemple emblématique. D'où une véritable mise à l'épreuve pour chacun des acteurs. Ainsi, les étudiants ont pu glisser de la théorie à la pratique, les référents sont passés des discours assez généraux sur le handicap à des mises en pratiques au singulier. Cela a permis aux entreprises de bénéficier d'une image positive et citoyenne.

De même que cela a permis aux référents professionnels de développer des compétences d'écoute et conduite de projet que peuvent être bénéfiques pour l'entreprise. De façon générale, on peut dire qu'Univers' Emploi a entraîné une relation intime à l'altérité avec un changement de regard à la fois des étudiants vers le monde de l'entreprises et de l'entreprises et des référents professionnels vers les étudiants en situation de handicap.

## 3. Recommandations

Pour finir, on proposera une série de recommandations en vue de rendre la plus efficiente possible la transition vers l'emploi des étudiants en situation de handicap.

### *Faciliter l'engagement des acteurs*

Concernant les étudiants, l'une des principales difficultés de dégager du temps pour mener à bien leur participation à projet Univers'Emploi et leurs engagements universitaires. Cela amène à s'interroger sur le moment opportun pour débiter l'accompagnement. Faudrait-il attendre que l'année universitaire se termine avec son lot d'obligations pour les étudiants

(rapports de stage, mémoires, examens...) ou au contraire, commencer l'accompagnement le plus en amont possible pour pouvoir échelonner dans le temps les démarches à entreprendre dans le cadre de l'accompagnement. Cela éviterait que les étudiants aient le sentiment d'être sous pression et tiraillés entre leurs obligations estudiantines court-termistes et la volonté de réussir leur transition vers l'emploi.

Par ailleurs, les étudiants les plus au fait concernant les attendus du projet ressentaient moins ce sentiment comme si être mieux informés sur le contenu de l'accompagnement permettait de mieux gérer son temps ou du moins, de se sentir moins stressé. Cela montre l'importance de bien informer les étudiants et, ce dès leur mobilisation ce qui implique nécessairement de donner aux chargés d'accueil tous les éléments de réponses nécessaires.

En effet, cheville ouvrière de la mobilisation des étudiants, les chargés d'accueil en sont les acteurs principaux et ont su rendre attractif un projet qui pouvait paraître à certains étudiants comme éloignés de leur préoccupation immédiate. Sans eux, aucun étudiant n'aurait participé au projet. D'où l'importance de réfléchir sur la stratégie à mettre en œuvre, en amont, pour mobiliser ces derniers.

Concernant les chargés d'accueil, si leur rôle est central, les moyens dont ils disposent pour faire de la transition vers l'emploi une dimension importante de leurs activités. Cela implique déjà de s'intéresser à la possibilité qui leur est donnée d'évaluer les besoins des étudiants pour pouvoir ensuite mettre en place un accompagnement privilégié. Mais cela ne dépend pas que de la volonté de ces hommes et des femmes mais aussi de la stratégie déployée par l'université de désigner ou non l'emploi comme une pièce maîtresse de leur politique. Ainsi, en matière de handicap, cela reviendrait à ne pas se contenter de rendre accessibles les locaux mais de projeter les étudiants en situation de handicap (et les autres) après leurs études.

Cela impliquerait nécessairement une politique de mise en réseau avec le bassin d'emploi local pour inciter les entreprises à devenir des partenaires dans cette transition en favorisant le nombre de salariés qui accepteraient d'être référents professionnels. Peut-il y avoir un profil-type de référent professionnel ? Les résultats montrent qu'il y a autant d'hommes que de femmes, de cadres que d'employés ou d'agent de maîtrise mais qu'au-delà du profil socioprofessionnel, c'est le volontariat et une clarté dans les attendus que demandent les référents professionnels. Avoir une vision claire du rôle qu'ils doivent avoir, de la mission qu'ils doivent accomplir et des moyens qui leur sont alloués sont leurs principales attentes. Mais au-delà d'une information claire et précise, il faudrait s'assurer que la démarche du référent professionnel fasse sens pour lui-même et pour l'étudiant et, en vue de favoriser une relation de confiance équilibrée. Il serait également intéressant de considérer cette expérience d'accompagnement comme source de valorisation en interne au sein de l'entreprise et au-delà.

### *Favoriser la coopération et les synergies entre les acteurs*

Les résultats montrent un lien indéniable entre la qualité de l'accompagnement et la coopération entre les acteurs. Cette coopération a permis l'émergence de synergies au sein desquels les retours d'expériences formelles (feuilles de route, questionnaires...) et informelles (émulation par les pairs via les groupes de travail ou les réunions informelles...) sont indissociables.

Au sein d'un même pays, un effet local qu'on pourrait qualifier d'effet université permet de comprendre la différence de liens entre universités et entreprises. Un réseau d'entreprises nourri et entretenu par le chargé d'accueil a permis de faciliter l'engagement des entreprises au projet dans la mesure où les professionnels connaissaient le chargé d'accueil. D'où l'importance d'optimiser les réseaux existants au sein des universités (d'ailleurs, il peut s'agir du réseau du Service Handicap ou du BAIP). Ce résultat invite également à s'interroger sur le soutien à mettre en place pour les chargés d'accueil qui dispose de moins de moyens pour entretenir et mobiliser ces réseaux.

En s'assurant que chaque acteur connaisse parfaitement son rôle et celui de ses partenaires, on s'assurerait que chacun se sente investi d'une obligation qui se traduit, dans les faits, par la mise en œuvre des moyens nécessaires pour occuper son rôle.

### *Parler du handicap durant l'accompagnement*

Si le projet ne permet pas d'apporter de réponses claires et définitives sur dire ou ne pas dire le handicap, il a le mérite de poser la question clairement. Ainsi, la question n'est pas, en réalité, de dire ou de ne pas dire mais en partant de la demande de l'étudiant, de réfléchir sur le « comment ? ».

C'est le type de questions auxquelles étaient confrontés les référents professionnels durant l'accompagnement. C'est également le type de questions sur lesquelles les résultats invitent à réfléchir en vue de les intégrer à toute future formation proposée aux référents professionnels et/ou aux chargés d'accueil.

Autant de recommandations qui permettront, dans le moyen terme, de sécuriser un peu plus une transition des études vers l'emploi, vécue comme une véritable zone d'incertitude par les principaux acteurs.

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## ANNEXES

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## ANNEXE 1

### Grille d'entretien avec les étudiants

Rappel du contexte et des objectifs de l'entretien

- Evaluation de la méthodologie
- Après une première évaluation des besoins effectuée par le chargé d'accueil
- Après, au moins, une première rencontre avec le référent professionnel

#### 1. Pourquoi avez-vous accepté de participer au projet ?

#### 2. Quelles étaient vos attentes ?

*(Connaissance du milieu professionnel, insertion professionnelle, validation du projet professionnel, carnet d'adresses, expérience...).*

#### 3. Quel est le niveau d'information dont vous disposiez pour participer au projet ?

Avez-vous eu les éléments nécessaires pour se motiver à s'engager dans le projet, pour entretenir cette motivation.

Explications claires sur les objectifs du projet et sur les engagements de l'étudiant, disponibilité des acteurs, facilités de participation (*régularité des RV, dates, lieu...*)...

#### 4. Avez-vous eu une connaissance suffisante du rôle des différents acteurs du projet ?

(Principales missions du service Handicap, du chargé d'accueil handicap, du référent professionnel en entreprise, de la structure d'accompagnement (Tremplin)...).

Le rôle principal joué par chacun des acteurs intervenus dans l'accompagnement. Comment les différents acteurs se sont répartis les tâches ? Ce qui a été réalisé par chacun des acteurs ?

#### 5. Avez-vous eu le sentiment que les neuf dimensions de l'évaluation ont été prises en compte ?

Attendus académiques, cognitifs, processus d'apprentissage, motivation, relations sociales, langue et culture, stratégies de vie, rapport à soi, relations au corps. Les objectifs en lien

avec le cursus universitaire ont-ils été définis. Les objectifs en lien avec l'emploi ont-ils été définis.

#### **6. Un projet professionnel a-t-il été formulé (dans le plan de transition) ?**

(Le projet professionnel prend-il en compte les compétences mais aussi les potentialités de l'étudiant. Prise en compte des stages, des expériences extra professionnelles (*sport, loisirs, associations...*). Qui a été porteur de ce projet professionnel ? (est-il porté par l'étudiant *ou par l'université, la famille, une institution...*) A-t-on permis à l'étudiant d'évaluer son projet professionnel ?

#### **7. Un travail a-t-il été fait pour identifier les facilités d'accès à l'emploi ?**

(Niveau ou domaine d'études, expérience antérieure, compensation du handicap, maîtrise des techniques de recherche (CV, lettre de motivation...))

Par quel acteur ? En lien avec qui ? Ce qui a été repéré. Les aides et conseils apportés.

#### **8. Un travail a-t-il été fait vis-à-vis des normes professionnelles ?**

(Responsabilités, respect des horaires, conformité à des règles, prise de décision, gestion du temps, planification des tâches...)

#### **9. Des soutiens et des aménagements ont-ils été mis en place ?**

(Quel soutien ou aménagement a-t-il été proposé ? (soutien technique, humain, pédagogique, financier...). Quel était l'objectif du soutien ou de l'aménagement. Quel acteur est intervenu dans la préconisation ? Le soutien ou l'aménagement préconisé a-t-il compensé la difficulté ?)

#### **10. Avez-vous trouvé que les acteurs étaient soutenus dans leurs missions ?**

(Conditions pour pouvoir participer aux différentes rencontres, conditions des retours d'expérience, conditions pour faciliter la communication entre les acteurs)

Pour sa part, pense-t-il avoir été à même de pouvoir respecter ses engagements ?

#### **Avez-vous trouvé que les acteurs étaient soutenus dans leurs missions ?**

#### **11. Etes-vous senti pleinement impliqué dans tous les aspects du projet ?**

Implication de l'étudiant à chacune des étapes du projet (sur ses attentes, le type de référent professionnel qu'il aimerait rencontrer, sur les dates)...

Avez-vous eu le sentiment d'être dans une relation de réciprocité ? (être actif, participer véritablement, faire valoir son point de vue, être à égalité dans les échanges)

- avec le chargé d'accueil, - avec le référent professionnel, - avec la structure d'accompagnement

Par exemple... Pourquoi

**12. L'accompagnement vous a-t-il permis de vous sentir « capable », mieux préparé ?**  
meilleure estime de soi, conscience de ses propres ressources, meilleur rapport à l'image corporelle, pensée positive sur l'impact et la compensation de la déficience

**13. Le projet vous a-t-il permis de vous sentir mieux préparé à votre futur professionnel et par là même à votre transition vers des études vers l'emploi?**

Perspectives d'emploi après les études. Evolution du projet professionnel.

Pour intégrer le monde du travail, obtenir un emploi qui corresponde aux attentes, d'encadrement, à responsabilités, valorisant, bien rémunéré...

L'accompagnement par les différents acteurs (chargé d'accueil, référent professionnel, structure d'accompagnement) vous donne-t-il le sentiment d'être mieux intégré à la vie universitaire, au monde du travail, à un groupe d'amis...

**14. quelles compétences diriez-vous avoir acquises depuis votre participation au projet ? Le projet facilite-t-il l'émergence de compétences relatives aux relations sociales ?**

Compétences relatives aux relations sociales (communication (écrite et orale), aisance relationnelle, contact avec les autres, capacités à travailler seul, capacités à travailler en équipe...)

L'accompagnement a-t-il permis de développer votre autonomie (pro-actifs) ?

Acquisition de nouvelles responsabilités, tâches accomplies *par* l'étudiant / *à la place* de l'étudiant, décisions prises par l'étudiant...

## ANNEXE 2

### Entretien avec les professionnels (chargés d'accueil universités, référents professionnels, structure d'accompagnement)

Rappel du contexte et des objectifs de l'entretien

- évaluation de la méthodologie d'accompagnement
- après l'évaluation des besoins de l'étudiant pour les chargés d'accueil
- après un premier rendez-vous étudiant/référent professionnel

#### **1. Avez-vous eu suffisamment d'informations pour vous engager dans ce projet ?**

Explications claires concernant les objectifs du projet ? les engagements attendus ?

#### **2. Pourquoi avez-vous accepté de participer au projet. Quelles étaient vos attentes ?**

Quel est le niveau d'information dont il dispose pour participer au projet. Qu'est-ce qui est attendu de l'expérimentation (*outils, réseau, satisfaction morale*). Qu'est-ce que représente le travail pour lui (*ressource financière, obligation, épanouissement, statut social*).

#### **3. Pensez-vous avoir eu une connaissance suffisante de votre rôle et celui des autres acteurs ?**

Rôle de l'étudiant, du chargé d'accueil handicap, de votre entreprise, de la structure d'accompagnement.

Avez-vous eu le sentiment d'être dans une relation de réciprocité (être actif, participer véritablement, faire valoir son point de vue, être à égalité dans les échanges) ?

Avec l'étudiant, avec le chargé d'accueil, avec la structure d'accompagnement

Par exemple... Pourquoi ?

**4. Quels soutiens et aménagements ont-ils été mis en place pour faciliter votre participation au projet ?**

**5. Avez-vous le sentiment d'avoir pris en compte les neuf dimensions de l'évaluation des besoins de l'étudiant ?**

*Attendus académiques, cognitifs, processus d'apprentissage, motivation, relations sociales, langue et culture, stratégies de vie, rapport à soi, relations au corps.* Les objectifs en lien avec le cursus universitaire ont-ils été définis. Les objectifs en lien avec l'emploi ont-ils été définis.

**6. Avez-vous travaillé sur le projet professionnel de l'étudiant ?**

Le projet professionnel de l'étudiant prend-il en compte ses compétences mais aussi ses potentialités. Prise en compte des stages, des expériences extra professionnelles (*sport, loisirs, associations...*).

**7. Avez-vous pris en compte les objectifs professionnels de l'étudiant dans l'organisation de l'accompagnement ?**

**8. Avez-vous mis en place des soutiens et des aménagements pour explorer les opportunités d'emploi pour l'étudiant ?**

*. (niveau ou domaine d'études, expérience antérieure, compensation du handicap, maîtrise des techniques de recherche (CV, lettre de motivation...)*

Ce qui a été repéré. Les aides et conseils apportés.

**9. Un travail a-t-il été réalisé vis-à-vis des normes professionnelles ?**

*Responsabilités, respect des horaires, conformité à des règles, prise de décision, gestion du temps, planification des tâches...*

**10. Avez-vous préconisé un soutien ou un aménagement ?**

*(soutien technique, humain, pédagogique, financier...)*. Quel était l'objectif du soutien ou de l'aménagement. Quel acteur est intervenu ? Le soutien ou l'aménagement préconisé a-t-il compensé la difficulté

## 11. Il y a-t-il eu une stratégie efficace de communication entre les acteurs ?

A-t-il été mis en situation de saisir le rôle et la place de chacun des acteurs

Le rôle principal joué par chacun des acteurs intervenus dans l'accompagnement. Comment les différents acteurs se sont répartis les tâches. Ce qui a été réalisé par chacun des acteurs.

Les acteurs se trouvent-ils dans la position de pouvoir établir une relation de coopération (*conditions pour pouvoir participer aux différentes rencontres, conditions des retours d'expérience, conditions pour faciliter la communication entre eux*)

## 12. - Le projet lui permet-il de se sentir davantage capable d'accompagner un étudiant à BEP

Meilleure visibilité des diverses dimensions de l'accompagnement d'un étudiant. Meilleure conscience des ressources et potentialités de l'étudiant. Pensée positive sur l'impact et la compensation de la déficience

## 13. Le projet permet-il de développer l'autonomie, l'efficacité professionnelle ? Le projet facilite-t-il l'émergence de compétences relatives aux relations sociales ?

A la fois pour lui et l'étudiant

Evolution dans la communication, le dialogue, la présentation d'étudiants à BEP

Perspectives d'emploi après les études. Evolution du projet professionnel. Intégration dans le monde du travail. Emploi qui corresponde aux attentes ou aux potentialités de l'étudiant (encadrement, responsabilités, valorisant, bien rémunéré...)



# ANNEXE 3

## Questionnaire Univers' Emploi Etudiants

Les résultats de ce questionnaire sont traités de façon confidentielle par l'équipe de recherche uniquement. Toute communication des résultats est assurée de manière à conserver l'anonymat des répondants.

### 1. Caractéristiques des étudiants

- 1.1 Nom : \_\_\_\_\_
- 1.2 Prénom: \_\_\_\_\_
- 1.3 Université: \_\_\_\_\_
- 1.4 Référent professionnel: \_\_\_\_\_
- 1.5 Champs d'études: \_\_\_\_\_
- 1.6 Diplôme préparé: \_\_\_\_\_
- 1.7 Quand avez-vous commencé à participer au projet UE ? : \_\_\_\_\_
- 1.8 A partir de quelle date avez-vous eu un référent professionnel ? : \_\_\_\_\_

### 2. La participation au projet des étudiants

#### 2.1 Préexistence d'un projet professionnel

##### 2.1.1 Avant de démarrer le projet aviez-vous un projet professionnel ?

- 2.1.1.1  Un métier souhaité
- 2.1.1.2  Un domaine professionnel envisagé
- 2.1.1.3  Une fonction particulière
- 2.1.1.4  Une entreprise visée
- 2.1.1.5  Aucun projet professionnel

2.1.1.6 Commentaires :

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#### 2.2 Les entretiens référent professionnels/étudiants

2.2.1 Combien de RV en face à face avez-vous eu avec votre référent professionnel?

- 1  2  3  4  + de 4

2.2.2 Avez-vous eu des échanges entre deux entretiens ?

- SMS
- Email
- Téléphone

2.2.3 Combien de RV auriez-vous souhaité avoir ? \_\_\_\_\_

2.2.4 Etes-vous satisfait du contenu de ces RV ?

Très satisfait,  satisfait,  peu satisfait,  pas satisfait

2.2.5 Quels sont les sujets abordés lors des entretiens référent professionnels/étudiants qui vont paru le plus utile ?

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2.2.6 Quels sont les sujets abordés qui n'étaient selon vous pas nécessaires ?

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2.2.7 Quels sont à votre avis les sujets qui n'ont pas été abordé et que vous auriez trouvés pertinents ?

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2.2.8 Avez-vous trouvé que votre référent professionnel était :

Très disponible  disponible  peu disponible  pas disponible ?

2.2.9 Comment décririez-vous la relation référent professionnel-étudiants lors du suivi ?

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2.2.10 Dans le cadre de ces entretiens avez-vous reçu des recommandations et des conseils concernant :

	OUI	NON
2.2.10.1 Les techniques de recherche d'emploi		
2.2.10.2 La préparation de vos candidatures		
2.2.10.3 La préparation des entretiens		
2.2.10.4 Les attitudes en entretiens		
2.2.10.5 Les attendus professionnels en entreprises		
2.2.10.6 Autres : _____		

2.2.11 Quels ont été les difficultés que vous avez rencontrées lors de ce suivi ?

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2.2.12 Quels ont été les éléments qui selon vous ont facilité ce suivi ?

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### 3. Les effets du projet sur les étudiants

#### 3.1 Les connaissances

**3.1.1 Votre participation à Univers emploi vous a-t-elle permis d'améliorer très fortement, fortement, faiblement, pas du tout vos connaissances sur :**

	Très fortement	Fortement	Faiblement	Pas du tout
3.1.1.1 Le marché de l'emploi ?				
3.1.1.2 Les techniques de prospection ?				
3.1.1.3 L'entreprise ?				
3.1.1.4 Autre : _____ ?				

**3.1.2 Suite à votre participation à Univers'emploi vous sentez-vous beaucoup plus conscient, plus conscient, un peu plus conscient, pas plus conscient des attendus professionnels :**

	Beaucoup plus	Plus	Un peu plus	Pas plus
3.1.2.1 Compétences requises pour le métier souhaité ?				
3.1.2.2 Sens des responsabilités ?				
3.1.2.3 Respect des horaires ?				
3.1.2.4 Tenue vestimentaire ?				
3.1.2.5 Autre : _____ ?				

#### 3.2 Les compétences

**3.2.1 Suite à votre participation à Univers Emploi vous sentez-vous beaucoup plus compétent, plus compétent, un peu plus compétent, pas plus compétent dans les tâches suivantes pour accéder à l'emploi : (pour la recherche d'emploi ?)**

	Beaucoup plus	Plus	Un peu plus	Pas plus
3.2.1.1 La hiérarchisation des priorités ?				
3.2.1.2 La gestion du temps ?				
3.2.1.3 La recherche d'informations ?				
3.2.1.4 Autre : _____ ?				

**3.2.3 Suite à votre participation à Univers Emploi vous sentez-vous beaucoup plus compétent, plus compétent, un peu plus compétent, pas plus compétent dans l'appropriation des outils suivants :**

	Beaucoup plus	Plus	Un peu plus	Pas plus
3.2.3.1 La rédaction du CV				
3.2.3.2 La rédaction de la lettre de motivation				

**3.2.4 Suite à votre participation à Univers Emploi vous sentez-vous beaucoup plus à l'aise, plus à l'aise, un peu plus à l'aise, pas plus à l'aise dans la préparation à un entretien de recrutement :**

	Beaucoup plus	Plus	Un peu plus	Pas plus
3.2.4.1 Savoir se présenter :				
3.2.4.2 Façon de parler :				
3.2.4.3 Façon de se tenir :				
3.2.4.4 Autre : _____ ?				

**3.3 L'affinement du projet professionnel ou projet de vie**

**3.3.1 Suite à votre participation à Univers Emploi vous sentez-vous beaucoup plus assuré, plus assuré, un peu plus assuré, pas plus assuré de votre projet professionnel ?**

Beaucoup plus,  plus,  un peu plus,  pas plus

**3.3.2 Votre participation à Univers Emploi vous a-t-elle permis d'affiner, de préciser très fortement, fortement, faiblement, pas du tout l'adéquation entre votre profil et le poste recherché ?**

Beaucoup plus,  plus,  un peu plus,  pas plus

**3.3.3 Suite à votre participation à Univers Emploi vous sentez-vous beaucoup plus, plus, un peu plus, pas plus capable :**

	Beaucoup plus	Plus	Un peu plus	Pas plus
3.3.3.1 D'obtenir un emploi				
3.3.3.2 De vous imaginer dans un futur emploi				
3.3.3.3 De vous projeter dans un emploi à responsabilités				
3.3.3.4 D'être inclus dans un collectif de travail				
3.3.3.5 Autre : _____ ?				

**Depuis la première rencontre avec votre référent professionnel, avez-vous :**

- Recherché un stage ou un emploi  oui  non
- Trouvé un stage  oui  non
- Trouvé un emploi  oui  non
- Repris vos études  oui  non
- Choisi de vous réorienter  oui  non
- Autre : \_\_\_\_\_

**Suite à votre participation à Univers Emploi vous sentez-vous en général beaucoup plus, plus, un peu plus, pas plus, pas plus :**

	Beaucoup plus	Plus	Un peu plus	Pas plus
Sûr(e) de vous ?				
Conscient de vos compétences ?				
Autonome ?				
De travailler en équipe ou collectivement ?				
3.2.4.4 Autre : _____ ?				

Commentaire : \_\_\_\_\_  
 \_\_\_\_\_

### 3.4 Communiquer sur le handicap

**Suite à votre participation à Univers Emploi vous sentez-vous beaucoup plus, plus, un peu plus, pas plus à l'aise pour parler du handicap dans les situations suivantes:**

	Beaucoup plus	Plus	Un peu plus	Pas plus
Dès la candidature ?				
Le jour de l'entretien ?				
Après le recrutement ?				

Commentaires : \_\_\_\_\_  
 \_\_\_\_\_

Merci de votre coopération !

# ANNEXE 4

## Questionnaire projet Univers'emploi (référénts professionnels)

Les résultats de ce questionnaire sont traités de façon confidentielle par l'équipe de recherche uniquement. Toute communication des résultats est assurée de manière à conserver l'anonymat des répondants.

### 1. Caractéristiques des professionnels

1.1 Nom : \_\_\_\_\_

1.2 Prénom: \_\_\_\_\_

1.3 Organisation: \_\_\_\_\_

1.4 A partir de quelle date avez-vous été en binôme avec votre étudiant ? \_\_\_\_\_

### 2. Mobilisation et engagement dans la mise en œuvre de la méthodologie d'accompagnement

#### 2.1 Avant de commencer le parrainage de l'étudiant, avez-vous reçu :

	OUI	NON
2.1.1 des informations sur le projet (objectifs, étapes...)		
2.1.2 sur l'étudiant que vous allez parrainer		
2.1.3 des recommandations sur comment réaliser l'accompagnement		

2.2 Etes-vous satisfait de la façon dont vous avez été mobilisé pour participer à ce projet ?  OUI  NON

2.3 Quels ont été, selon vous, les points forts et les points à améliorer de cette mobilisation ?

2.3.1 Points forts :	
2.3.2 Points à améliorer :	

2.4 Avez-vous utilisé le guide à destination des référent professionnels ?  OUI  NON

#### 2.5 Dans quelle mesure les éléments qui y sont proposés vous ont-ils paru utiles ?

	Très utile	Utile	Peu utile	inutile	Commentaires
2.5.1 Explications sur les postures professionnelles					



2.5.2 Feuille de route					
2.5.3 Retour d'expérience (débriefing Tremplin)					
2.5.4 Guide des quatre entretiens					
2.5.5 Charte					

**2.6 Dans quelle mesure ces informations, recommandations et outils ont-ils contribué à vous préparer à votre rôle de référent professionnel ?**

Fortement contribué  Plutôt contribué  Peu contribué  Pas du tout contribué

**2.7 Avez-vous utilisé d'autres outils (personnels, de votre entreprise, etc...) lors de votre parrainage ?  OUI  NON**

Si oui, lesquels et pour quelles raisons :

**2.8 Quels sont, selon votre expérience, les éléments qui ont favorisé ou fait obstacle au déroulement du parrainage?**

	Favorisé (et pour quelles raisons)	Fait obstacle (et pour quelles raisons)
2.8.1 Le lien entre votre profil et celui de l'étudiant?		
2.8.2 Au niveau de l'implication de l'étudiant ?		
2.8.3 Au niveau des outils ?		
2.8.4 Au niveau de l'Université ?		
2.8.5 Au niveau de votre entreprise ?		

2.8.6 Au niveau du lien avec Tremplin ?		
2.8.7 Au niveau du contexte (économique, social, politique...)		
2.8.8 Autre ?		

**2.9 Quels sont, selon-vous, les points forts et les points à améliorer du parrainage des étudiants ?**

2.9.1 Points forts :	
2.9.2 Points à améliorer :	

**3. Les entretiens réfèrent professionnels/étudiants**

**3.1 Combien de RV en face à face avez-vous eu avec l'étudiant ?**

- 0  1  2  3  4  + de 4

**3.2 Avez-vous eu des échanges d'information avec l'étudiant entre deux entretiens de suivi ?**

- SMS  Email  Téléphone  Autre

**3.3 Avez-vous trouvé satisfaisant le nombre de rendez-vous avec l'étudiant ?**

- OUI  NON Si non, combien de rendez-vous pensez-vous qu'il aurait été utile d'avoir ? \_\_\_\_\_

**3.4 Quelles sont selon vous, parmi les exemples suivants, ceux qui décrivent le mieux votre style de parrainage (plusieurs réponses possibles)?**

- Orienter l'étudiant dans sa gestion de tâche
- Travailler sur la prise de conscience des objectifs professionnels des étudiants
- Résolution de problèmes précis
- Conseils/avis concrets
- Echanges orientés vers le résultat, donner des directives
- Soutien théorique et technique

- Encouragement, travail sur l'estime de soi
- Travail sur la façon de parler du handicap
- Autre : \_\_\_\_\_

**3.5 Dans quelle mesure vous êtes-vous senti à l'aise pour traiter des points suivants lors des entretiens avec l'étudiant**

	Très à l'aise	Plutôt à l'aise	Peu à l'aise	Pas du tout à l'aise	Non abordé
3.5.1 Les techniques de recherche d'emploi					
3.5.2 La gestion du temps					
3.5.3 La préparation de candidatures					
3.5.4 La préparation des entretiens professionnels					
3.5.5 Les attitudes/comportement lors des entretiens					
3.5.6 Les attendus professionnels en entreprise					
3.5.7 Les questions du handicap dans l'entreprise					
3.5.8 Déclarer son handicap					
3.5.9 Autres : _____					

**4. Suite à votre participation au projet...**

**4.1 Dans quelle mesure votre participation au projet a-t-elle influencé :**

	Très fortement influencé	Plutôt influencé	Peu influencé	Pas du tout influencé	Commentaires
4.1.1 Votre vision de l'accompagnement vers l'emploi					
4.1.2 Votre regard sur les jeunes en situation de handicap ?					
4.1.3 Votre perception du handicap dans l'entreprise ?					
4.1.4 Autre ?					

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**4.2 Diriez-vous que, à votre connaissance, le projet a eu des effets, et si oui lesquels ?**

	Oui	Lesquels :	Non
4.2.1 Sur l'étudiant			
4.2.2 Sur l'entreprise			
4.2.3 Sur l'Université			
4.2.4 Autre			

Merci pour votre précieuse participation au projet !

# ANNEXE 5

## GRILLE D'ANALYSE D'ENTRETIENS AVEC LES ETUDIANTS

<b>XI. Profil de l'étudiant</b>	
Sexe	
Age	
Domaine et niveau d'étude	
Besoins académiques Difficultés et facilités d'apprentissages de l'étudiant (→ Source: «Guide de l'évaluation des besoins»)	
Besoins professionnels: Difficultés et facilités d'apprentissages (expériences professionnelles...) (→ Source: «Guide de l'évaluation des besoins »)	
Type de handicap (sensoriel, moteur, médical, santé mental, multiple)	
Caractéristiques socioéconomiques (Ressources financiers, capital social, ressources familiales)	
Ressources territoriales (localization géographique...)	
<b>XII. L'ENGAGEMENT</b>	
<b>Les attentes</b>	
- Attentes initiales vis à vis du projet (→ Source: question 1 : "Pourquoi avez-vous accepté de participer au projet ?")	
- Attentes vis à vis du travail (→ Source: question 2: "quelles étaient vos attentes?")	
- Attentes vis à vis des études universitaires (→ Source: question 2. "quelles étaient vos attentes?")	
- Attentes vis à vis du future (→ Source: question 2. "quelles étaient vos attentes?")	
<b>Description de l'engagement</b>	
<b>Perception de l'engagement</b>	

- Barrières	
- Moteurs	
<b>Actions mises en place (pour faciliter l'engagement de l'étudiant)</b>	
- Mobilisation par le chargé d'accueil	-
- Organisation de réunion d'information	-
- Entretien avec un représentant du service d'orientation professionnelle	-
- La signature de la charte	-
...	
<b>XIII. ORGANISATION DES ACTEURS ET MODALITES DE COOPERATION</b>	
<b>Attentes des étudiants vis-à-vis des autres acteurs</b>	
<b>Connaissance du rôle des autres acteurs dans le projet: Qui fait quoi ?</b> (→ Source: question 4. "Avez-vous eu une connaissance suffisante du rôle des différents acteurs du projet ?")	
- le chargé d'accueil	
- le référent professionnel	
- la structure d'accompagnement	
<b>Qualité des relations entre acteurs/ coopération</b> (→ Source: question 10 "Avez-vous trouvé que les acteurs étaient soutenus dans leurs missions ?")	
- le chargé d'accueil	
- le référent professionnel	
- la structure d'accompagnement	
<b>Qualité de la participation de l'étudiant</b> (→ Source: question 11 : Etes-vous senti pleinement impliqué dans tous les aspects du projet ?)	
<b>XIV. LA METHODOLOGIE D'ACCOMPAGNEMENT DANS LA TRANSITION VERS L'EMPLOI</b>	



<p><b>Stratégie d'identification des besoins centrés sur les difficultés et les facilités d'apprentissages</b></p> <ul style="list-style-type: none"> <li>- attendus académiques</li> <li>- attendus cognitifs</li> <li>- Processus d'apprentissage</li> <li>- motivation</li> <li>- relations sociales</li> <li>- langues et cultures</li> <li>- stratégies de vie</li> <li>- rapport à soi</li> <li>- développement personnel</li> </ul>	
<p><b>Adaptations and supports</b></p> <ul style="list-style-type: none"> <li>- aménagements et supports techniques</li> <li>- aménagements et supports humains</li> <li>- aménagements et supports pédagogiques</li> <li>- aménagements et supports financiers</li> </ul>	
<p><b>Attendus concernant l'accompagnement</b> (→ Source: question 2a. "quelles étaient vos attentes?")</p>	
<p><b>Nature de l'accompagnement</b> (→referring to the "Aarhus model" :guidance, Counselling; Advisor; Coaching; Academic Support; Casework; Supervision, evaluation and quality assurance ; Career counseling/career coaching)</p>	
<p><b>Perception de l'accompagnement</b></p> <ul style="list-style-type: none"> <li>- proactivité de l'étudiant</li> </ul>	
<ul style="list-style-type: none"> <li>- rôle passif de l'étudiant ?</li> </ul>	
<p><b>Actions mises en place</b></p>	
<p><b>A Les normes professionnelles</b> (→ Source: question 8 « »)</p>	
<ul style="list-style-type: none"> <li>- responsabilités</li> </ul>	
<ul style="list-style-type: none"> <li>- respect des horaires</li> </ul>	
<ul style="list-style-type: none"> <li>- respect de la règle</li> </ul>	
<ul style="list-style-type: none"> <li>- prise de décision</li> </ul>	
<ul style="list-style-type: none"> <li>- gestion du temps</li> </ul>	
<ul style="list-style-type: none"> <li>- planification des tâches</li> </ul>	
<ul style="list-style-type: none"> <li>-aisance relationnelle</li> </ul>	
<ul style="list-style-type: none"> <li>-Legislation</li> </ul>	
<ul style="list-style-type: none"> <li>-Dire le handicap</li> </ul>	
<p><b>B Projet professionnel ou plan de transition</b> (→ Source: question 6 "Un projet professionnel a-t-il été formulé (dans le plan de transition) ?")</p>	

<ul style="list-style-type: none"> <li>- prise en compte des compétences et des potentialités?</li> <li>- prise en compte des stages et des activités extrascolaires telles que le sport, les loisirs...</li> </ul>	
<p><b>C. Techniques de recherche d'emploi</b></p> <p>(→ Source: question 7 "Un travail a-t-il été fait pour identifier les facilités d'accès à l'emploi ?")</p>	
<ul style="list-style-type: none"> <li>- niveau et domaine d'études</li> </ul>	
<ul style="list-style-type: none"> <li>- expériences professionnelles</li> </ul>	
<ul style="list-style-type: none"> <li>- compensation du handicap</li> </ul>	
<ul style="list-style-type: none"> <li>- CV</li> </ul>	
<ul style="list-style-type: none"> <li>- Lettres de motivation</li> </ul>	
<p><b>XV. L'EFFET CAPACITANT DE LA METHODOLOGIE D'ACCOMPAGNEMENT</b></p>	
<p><b>Effet au niveau personnel (vis à vis de soi-même)</b></p> <p>(→ Source: question 14 quelles compétences diriez-vous avoir acquises depuis votre participation au projet ? Le projet facilite-t-il l'émergence de compétences relatives aux relations sociales ?")</p>	
<ul style="list-style-type: none"> <li>- meilleur estime de soi-même</li> </ul>	
<ul style="list-style-type: none"> <li>- meilleure prise de conscience de leurs capacités</li> </ul>	
<ul style="list-style-type: none"> <li>- développement de l'autonomie (comportement proactive)</li> </ul>	
<p>Meilleure capacité de parler du handicap et d'évaluer ses effets</p> <p>(→ Source: question 12 "L'accompagnement vous a-t-il permis de vous sentir « capable », mieux préparé ?")</p>	
<ul style="list-style-type: none"> <li>- meilleure capacité de se sentir capable</li> </ul>	
<p>...</p>	
<p><b>Effet au niveau personnel (vis-à-vis des autres)</b></p>	
<ul style="list-style-type: none"> <li>- sentiment d'appartenir à un groupe</li> <li>- Se sentir intégré à...</li> </ul>	
<ul style="list-style-type: none"> <li>- Emergences de compétences relatives aux relations sociales</li> </ul>	
<ul style="list-style-type: none"> <li>- Capacité de parler des compensations du handicap</li> </ul> <p>(→ Source: question 12 "L'accompagnement vous a-t-il permis de vous sentir « capable »,</p>	

<i>mieux préparé ?”</i>	
...	
<b>C. Effets au niveau professionnel</b> (→ Source: question 13 “ Le projet vous a-t-il permis de vous sentir mieux préparé à votre futur professionnel et par là même à votre transition vers des études vers l’emploi? ”)	
- la manière dont l’étudiant parle du travail	
- la manière dont l’étudiant parle de son projet professionnel	
- la manière dont l’étudiant parle du sens des responsabilités	
<b>Aptitudes acquises/ renforcées,</b>	
- Connaissance	
- Compétences interpersonnelles et sociales	
- Savoir-faire	
...	

# ANNEXE 6

## GRILLE D'ANALYSE D'ENTRETIENS AVEC LES PROFESIONNELS

<b>I. PROFIL</b>	
Sexe	
Age	
Type d'entreprises (privée, publique, association, autre?) Profession Carrière professionnelle Niveau d'études et évolution Evolution professionnelle	
<b>II. COMMITMENT</b>	
<b>Les attentes</b> - attentes initiales liées au projet - Perception de l'utilité du projet et de la pertinence de leur participation (comment pensait-il leur contribution?) Étaient ils volontaires ou désignés comme tels?	
<b>Actions mises en place pour faciliter leur engagement</b>	
<b>Nature et Perception des freins et des leviers à leur engagement:</b> <b>Quels freins? Quels leviers?</b> -	
<b>Autre ?</b>	
<b>III. ORGANISATION ENTRE LES ACTEURS: LES MODALITES DE LA COOPERATION</b>	
<b>Connaissance des rôles des acteurs ?</b> <i>Qui fait quoi?</i>	

<ul style="list-style-type: none"> <li>- le chargé d'accueil:</li> <li>- le référent professionnel:</li> <li>- le service Handicap</li> <li>- votre propre rôle?</li> </ul> <p>Complémentarité des rôles</p>	
<p><b>Comment votre relation avec l'étudiant a-t-elle été définie?</b></p>	
<p><b>Qualité des liens entre les acteurs?</b></p> <p>Communication entre les acteurs</p> <p>Perception de l'aide et du soutien apporté par les autres</p>	
<p><b>IV. LA METHODOLOGIE D'ACOMPAGNEMENT</b></p>	
<p>Stratégie d'identification des besoins centrés sur les difficultés et les facilités d'apprentissages</p> <ul style="list-style-type: none"> <li>- attendus académiques</li> <li>- attendus cognitifs</li> <li>- Processus d'apprentissage</li> <li>- motivation</li> <li>- relations sociales</li> <li>- langues et cultures</li> <li>- stratégies de vie</li> <li>- rapport à soi</li> <li>- développement personnel</li> </ul> <p>Manières dont l'étudiant a été identifié:</p> <p>Par le référent professionnel, par le chargé d'accueil?</p>	
<p>Adaptations and supports</p> <ul style="list-style-type: none"> <li>- aménagements et supports techniques</li> </ul>	

<ul style="list-style-type: none"> <li>- aménagements et supports humains</li> <li>- aménagements et supports pédagogiques</li> <li>- aménagements et supports financiers</li> </ul>	
<p>Evaluation du professionnel concernant les actions ayant facilité ou non la participation des étudiants</p>	
<p><b>Projet professionnel ou plan de transition</b>          (→ Source: question 6 “Un projet professionnel a-t-il été formulé (dans le plan de transition) ?</p> <ul style="list-style-type: none"> <li>- prise en compte des compétences et des potentialités?</li> <li>- prise en compte des stages et des activités extrascolaires telles que le sport, les loisirs...</li> </ul>	
<p><b>Freins et moteurs de l’accompagnement?</b></p>	
<p><b>V. L’effet capacitant de l’accompagnement</b></p>	
<p><b>Effet sur les compétences des étudiants</b>          (→ Source: question 13. Le projet a-t-il permis aux étudiants de développer leur indépendance? Leur efficacité professionnelle? Et leurs compétences professionnelles?</p> <p><b>Effets sur les référents professionnels          Sur leurs compétences, leur perception du handicap...</b></p>	



## ANNEXE 7: THE IRISH REPORT

# Univers'Emploi Transition to Employment: Irish Evaluation Summary Report

Trinity College Dublin  
&  
University College Cork

*July 2012*

*Written by Mary O'Grady and Declan Treanor*

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## Introduction

As a result of national strategies, the number of disabled students participating in third level education in Ireland has grown significantly in the last decade from 450 in 2000, to over 6,000 in 2010 (Ahead 2010). Consequently, the number of disabled graduates entering the labour market is at unprecedented levels.

The Disability Support Services in TCD and UCC assist students with developing self-awareness, self-determination and self-advocacy skills, and supports students in the acquisition of transferable skills. Despite this support, the transition to employment can be particularly challenging for students with sensory and physical disabilities and those with mental health difficulties

## Leonardo Project - Univers' Emploi

TCD and UCC became partners in the Leonardo funded employment transfer project 'Univers' Emploi' in 2010. The project aimed to enhance the employability skills of students with high end disabilities and each partner country piloted an employment support framework in the needs assessment process on a sample of 20 students

### Starting Process:

A survey of students entering their final year of study in TCD and UCC was conducted to determine the level of interest in participating in this pilot, and issues and concerns about the transition to employment. It was agreed that those with physical, sensory, significant illness (SOI), mental health difficulties and Asperger's Syndrome (AS) would be the focus of this pilot as these students were identified as having significant difficulties in preparing and gaining employment.

In TCD the website <http://www.tcd.ie/disability/projects/Phase3/Leonardo.php> was developed to disseminate information, and in UCC the website <http://www.ucc.ie/en/dss/projects/Leonardo/> was developed. Additionally, a guide for all stakeholders (student, university and employers/mentors) was produced to ensure all were aware of responsibilities in participating in this project.

### National Sample:

Twenty six students were identified for the l'Univers Emploi pilot in Ireland. This sample comprised of seven students with mental health difficulties, six with physical disabilities, four with vision impairments, three with Asperger's Syndrome, three with a hearing impairment, two with SOI, and one with dyspraxia.

Four students withdrew indicating deteriorating illness and overwhelming academic responsibilities as reasons for withdrawal. All students determined that academic responsibilities had to take priority over the transition to employment process as

grades achieved in their final year of undergrad or post grad studies were crucial for their future career prospects.

### **Needs Assessment:**

TCD and UCC consider the inclusion of employability to the Needs Assessment of students with disabilities to be a most beneficial aspect of participation in the l'Univers Emploi project. This concept was previously not included in the Needs Assessment process for students with disabilities in Ireland and as a result of participation in this project, Needs Assessment form were revised to include the employment element of the Aarhus Model.

### **Pilot process:**

Students who agreed to participate in the pilot were invited to meet the pilot core team in their home university for an assessment of employability needs and to discuss employment ambitions and concerns.

### **Career Coaching:**

A practical approach was taken to career coaching in the Irish context. This is in contrast to approaches in partner countries that involved counselling for psychosocial difficulties using Integrative and Behavioural Therapy.

UCC contracted a Career Coach from Employability Cork, an employment agency for people with disabilities, who set up individual meetings with students. In TCD, follow-up meetings were arranged in-house with a qualified Careers' Advisor.

Students met careers coaches an average of 3-4 times, primarily for assistance with the preparation of applications, cover letters and CV's, and the identification of possible opportunities for work placement or employment. The level of career coaching that students required varied from case to case. As all students were at a different point in their transition, they had diverse needs and a one-size fits all approach was unfeasible.

### **Facilitating Strategies:**

An integrated model of support was used in both Irish Universities. This model combined academic guidance, disability advice, career coaching and guidance in employment from a mentor.

### **Academic Guidance:**

Academic guidance was provided to participants to assist them to complete their degree programme whilst participating in the pilot.

### **Disability Advice:**

Each participant met frequently with their Disability Advisor who reviewed the Needs Assessment, Transition Plan and addressed any queries that the student may have had.

### **Guidance to Employment – Employment Mentor:**

Eight students in UCC were linked to a mentor or mentors from within a relevant organisations or companies associated with their career aspirations defined in their employment transition plan. To date, one participant has completed work placement and therefore completed the mentoring process. In TCD, all students were assigned mentors from TCD's Occupational Therapy Service and nine students made further links in with practitioners in their chosen fields.

Students determined that the mentoring process was a really beneficial component of the project. It is noteworthy, in Ireland, 50% of mentors were identified within the public sector. This correlates with figures in partner countries.

### **Feedback from Stakeholders**

#### **Methodology:**

The pilot was evaluated through qualitative analysis. Semi-Structured interviews were conducted with students, mentors and disability/career professionals participating in the project.

#### **Benefits of the Project - Students Perspectives**

- **Transition Plan:** The inclusion of employability into the needs assessment was of considerable benefit to students, as it allowed them to focus on their future goals and to plan in respect of the skills and preparation necessary for successful transition to employment.
- **Transition Process:** As a result of participation in the pilot students report increased knowledge and skills in context of employment: They were as follows::
  - Enhanced communication and interpersonal skills
  - Greater degree of self-awareness, self-confidence and self esteem
  - Interview skills
  - Increased organisational and time management skills
  - Greater knowledge of the soft skills necessitated in employment context such as team working, project work, problem solving skills
  - Understanding of dress codes necessary in the workplace



- Greater understanding of the rights and entitlements of people with disabilities in the workplace
  - Enhanced awareness of different work place cultures for example some students noted stark difference in mentoring from mentor in private and public sector workplaces
- 
- **Learning Outcomes and Personal Development:** As a result of their participation in the project, students feel more positive about the challenges faced in the transition to employment.
  - **Disclosure:** As a result of their participation in the project, students report a greater awareness of their legal rights in terms of disclosure and work place supports. However, students felt that disclosure will be an ongoing issue within their career, with the decision to disclose being context specific.

### **Challenges Experienced by Students during Participation in the Project:**

- **Time Management:** Due to the level of academic commitments it was difficult for students to commit to the transition to employment process as many had to prepare for final year examinations and complete several course assignments
- **The Extent of Mentoring Needed:** Some students required more coaching and mentoring than others, and some disability types are more reliant on supports in College than others. Some students reported the difficulty in setting time to properly engage with mentoring process.
- **When should transition planning start?** Students involved in the pilot reported that they would like to see planning for the transition to employment begun earlier in the students' academic career.

### **Benefits of the Project – University Professionals**

- All the University professionals felt that the use of the employment focus was beneficial in the needs assessment process and each University intends to embed this approach in the needs assessment of all students with disabilities entering higher education in their respective institutions
- Greater communication evolved between career services and disability services as result of the project

- Important networks were developed between University professionals and employers/ mentors positive to disability
- Many of the University Disability and Career Professionals remarked an Enhanced understanding of the challenges experienced by students managing the transition plan and greater awareness of the importance of building the skills for employment earlier in the academic experience of students with disabilities.

### **Challenges experienced by University Professionals during the Project**

- Time constraints of the project – a short timeframe to record and work with the participating students and still manage the workload of their own respective duties and responsibilities

### **Benefits of the Project recorded by Mentors working with Students**

- Greater understanding of the everyday challenges experienced first-hand by the students with disabilities
- Realisation of the ability of students with disabilities
- Project changed assumptions some mentors had of the ability of students with disabilities
- Enhanced liaison between mentors and Universities involved in the project
- Realisation that the mentor needed to focus on empowering student to acquire the knowledge and tools necessary to manage the workplace rather than helping the student

### **Challenges Experienced By Mentors**

- Time constraints of companies who are experiencing many challenges in employment context in Ireland
- The short time frame of the mentoring process meant that some mentors were under pressure to see significant results in the mentoring process especially with the students with mental health problems
- Some mentors also commented on need for greater sensitisation of disability in preparation for involvement in project

## Recommendations

Students, university professionals and mentors all reported the need to start the employment focus earlier in the academic experience of students with disabilities attending higher education

1. Some students and staff reported that the employment focus should begin in second level before the student with a disability chooses the degree programme as many students said they were not aware of the employment options following specific degree programmes
2. Embed Employment focus in Needs Assessment of all students with disabilities entering higher education in Ireland
3. Build on networks developed with professionals within Universities i.e. career and disability professionals to enhance understanding of issues and challenges experienced by students with disabilities managing the transition plan
4. Build on networks developed with Employment mentors and with Employability Cork,- agency which focuses on finding employment for people with disabilities
5. Work within University contexts to ensure more degree programmes have core modules focussed on employment. Currently, UCC has employment focus on only 60% of degree programmes
6. Development of transition to employment specialist supports in both universities (see main report for full details of proposal (page 51)
7. UCC is exploring recognition in form of a 5 credit module of employment/volunteering during student's academic programme. This approach will also encourage the development of employment related skills and soft skills necessitated in the world of work.

## Proposal for Dissemination Strategy

1. Both universities will host seminars internally with relevant stakeholders to publicise the findings and future strategic directions in transitioning to employment for disabled graduates;

2. National report and final four country report will be disseminated to relevant internal and external stakeholders;
3. Report will be presented to the National Access Office in the HEA to influence future strategic directions (HEA will be producing new national plan in 2013);
4. Report and findings will be presented to the national Disability network (DAWN), a representative body of 21 HEI, this will allow for dissemination and implementation of employment element into the agreed national needs assessment form used by all HEI in DAWN.
5. Relevant presentation of findings will be sought at national conferences to ensure findings are disseminated.

## Appendix – Detailed description of the Proposal of Structure for Presenting Research Results.

### The Irish Context

#### 1.1 Introduction:

As a result of national and Higher Education strategies, the number of disabled students participating in third level education has grown significantly. The last decade has seen student numbers rise from 450 in 2000, to over 6,000 in 2010 (Ahead 2010). Consequently, the number of disabled graduates entering the labour market is at unprecedented levels. There are few studies relating to the status of graduates with disabilities in the Irish labour market, and there is no national data through the HEA First Destination Survey (HEA 2010) that provides an indication of the employment levels of disabled graduates.

Taking a national view at the employment of people with disabilities in Ireland, it is clear that this sector of the population find the task of securing employment more difficult than others. According to a report written by the Organisation for Economic Co-operation and Development (OECD) in 2008, only one out of three Irish people with a disability has a job, one of the lowest rates in the OECD. This low employment rate of people with disabilities has changed little between 1998 and 2008, despite Ireland's strong job creation. It is also significant, as indicated by the OECD, that as a direct result of these low employment figures, people with disabilities in Ireland face a very high poverty risk.

In 2010, T.C.D. and U.C.C. were asked by the HEA to participate in an OECD study 'Pathways for Disabled Students to Tertiary Education and Employment'. The resulting report 'Inclusion of Students with Disabilities in Tertiary Education and Employment' (OECD, 2011) provided significant new knowledge and insight into effective policies and practice to support people with disabilities, as they move from school into post-secondary education or employment. This document, together with changes in the economic climate, prompted the development of phased approach to

the Student Journey, resulting in a clear strategy for assisting disabled students and graduates to determine their needs in the employment arena.

The focus of this research strand is an investigation into the experiences of disabled students as they transition into employment. It examines the personal, occupational and environmental issues that disabled students deal with as they prepare for participation in the labour market. Ultimately the objective is to pilot and evaluate the final stage of the T.C.D. transition tool, developed within the DS to assist disabled students through each stage of transition, pre-entry, within College, and into the world of work. Finally it will identify issues from the perspective of employers and employees that arise in the employment of disabled students.

The Disability Support Services (DS) in T.C.D. and U.C.C. assists students with developing self-awareness, self-determination and self-advocacy skills as an enabling strategy, and supports students in the acquisition of transferable skills that can be developed across all three phases of the student journey as outlined in our strategic plan. The DS aim to develop clear and effective support systems at all stages in the student journey from college entrance, through college to graduation and into employment. The DS Services in both Universities aims to encourage students to work independently from the beginning of their college career, whilst providing guidance in the achievement of such independence. A holistic approach is taken in the provision of supports for students with sensory and physical disabilities, those with significant on-going illnesses, students with mental health challenges and students with specific learning difficulties with a view to assisting students to make a successful transition to employment. Despite the supports put in place for students with disabilities, the transition to employment can be difficult and students need to begin preparing for employment from the beginning of their college career and most certainly prior to their final year in college.

T.C.D. and U.C.C. recognise that employment is a necessary progression for students with disabilities on a financial, personal and social level. Consequently, the Universities have developed strategies to improve employment prospects for



students with disabilities for example by participating in the l'Univers Emploi initiative. The OECD states that in Ireland, frequently, students are not targeted at the beginning of their studies in higher level education allowing them time to develop the skills necessary for employment. Further, the OECD states that insufficient links are made to allow students to prepare for their future social and professional inclusion. Transition policies are required which will optimise the progression of students with disabilities to employment. In order for successful transition to the labour force to occur it is necessary that higher education institutions show the additional commitment and attention to the professional future of students with disabilities as they do for the general student population. Higher Education Institutions need to create links with employers and encourage them to recruit students with disabilities.

### **Leonardo Project - Univers'Emploi:**

This is an innovative employment transfer project that builds on the employment strategy developed by the University of Aarhus (Denmark); the aim of this project is that each partner country will create an employment tool to assist universities to embed employment elements into the needs assessment process. To achieve these goals, this project will compare the Aarhus model with the practices of other partner countries, and thus build a scalable and transferable methodology linked to national contexts. The pilot study is based on a sample of 20 students per country, and mobilizes actors in the university, the world of business and, if necessary, the sector of vocational rehabilitation.

### **Starting Process:**

A survey of students entering their final year of study in T.C.D. and U.C.C. was conducted to determine the level of interest in participating in this project, and issues and concerns about the transition to employment. High-level results include 48% (n44) of those surveyed in T.C.D. were interested in full-time employment and participation in the pilot, compared with 82% (n28) of a smaller sample in U.C.C. Disclosure of disability was the most significant issue for respondents in both universities (55% TCD, 46% UCC). Lack of disability awareness in the workplace

(43% T.C.D., 20% U.C.C.), and negotiating reasonable accommodations (27% T.C.D, 20% U.C.C.) were the next most important issues.

Selection of students to participate in the project was agreed by each participating country, and graduates with physical, sensory, significant illness (SOI), mental health difficulties and Asperger's Syndrome (AS) were the focus of this pilot. These students were identified as having significant difficulties in preparing and gaining employment.

### **Dissemination of Information:**

In T.C.D. the website <http://www.tcd.ie/disability/projects/Phase3/Leonardo.php> was developed to disseminate information and to report on outcomes of each stage. Additionally, a guide for all stakeholders (student, university and employers/mentors) was produced to ensure all were aware of responsibilities in participating in this project.

In U.C.C. information was provided on the Univers' Emploi project on the Disability Support Service website, <http://www.ucc.ie/en/dss/projects/Leonardo/>. An information leaflet was provided to all stakeholders involved in the project and all final year students were invited to attend an information day in U.C.C. Subsequently, information days were held with Employability Cork and AHEAD (Association for Higher education Access and Disability).

### **1.2 Sample:**

#### **U.C.C.:**

Eleven students participated in the Univers' Emploi project in U.C.C. This sample comprised of four students with mental health difficulties, three students with vision impairments, three students with physical disabilities and one student that is hard of hearing.

Out of the eleven students that consented to participation in the project, three students did not continue with their participation and withdrew after a number of weeks. The reasons indicated by students for withdrawal from the project include, illness and an overwhelming number of academic responsibilities. Frequently, students determined that academic responsibilities had to take priority over the transition to employment process. This determination is understandable given that all participants in the project were taking the final year of an undergraduate degree programme or a postgraduate degree.

### **T.C.D. :**

Fifteen students participated in the Univers' Emploi project in TCD. This sample comprised of three students with mental health difficulties, three students with Asperger's Syndrome, three students with physical disabilities, two students with significant on-going illnesses, two students who are hard of hearing, one student with a visual impairment and one with dyspraxia.

Out of the fifteen students that consented to participation in the project, one student did not continue with their participation and withdrew after a number of weeks. Another student obtained an offer of a graduate job during the course of the pilot and at that point ceased engaging.

As with UCC, students frequently determined that academic responsibilities had to take priority over the transition to employment process.

### **1.3 Needs Assessment and Invitation to Participate:**

T.C.D. and U.C.C. considers the inclusion of the employment concept to the Needs Assessment of students with disabilities to be a most beneficial aspect to participation in the Univers Emploi project. This concept was previously not included in the Needs Assessment process for students with disabilities in higher level education in Ireland. As a result of participation in this project, a new Needs

Assessment form was drafted to include the nine dimensions of assessment as indicated in the Aarhus Model.

In U.C.C. students were invited to attend a briefing session held by the Disability Support Service, providing information relating to the Univers' Emploi project. At this briefing session, eleven students decided to participate. These students were then asked to meet the Disability Support Officer and the Careers Advisor for an assessment of needs to include aspects relating to employment.

In T.C.D., a survey of students entering their final year of study and postgraduates was conducted to determine the level of interest in participating in this pilot. Following this, students were identified for the pilot. Fifteen students responded to an invitation to attend a meeting with the Disability Service in to discuss employment ambitions, concerns and transition to employment. Some students responded to emails following the survey, others joined the pilot after speaking to their Occupational Therapists or Disability Officers.

#### **1.4 Purpose of Assessment and Coaching:**

##### **U.C.C.:**

Upon completion of the assessment of needs with all eleven participants, the Disability Support Service contracted a Career Coach from Employability Cork, an employment agency for people with disabilities. The Career Coach, Aileen O'Driscoll, set up individual meetings with students where she could discuss the Needs Assessment, the Transition to Employment Plan and identify the skills that student's may need to acquire to prepare for the transition to employment. Primarily, Aileen assisted students with the preparation of applications, cover letters and CV's. Aileen identified possible opportunities for work placement or employment that would suit participants in the Univers' Emploi project. The level of career coaching that students required varied from case to case depending on the amount of previous work experience the student had. In many cases numerous sessions with the Career Coach were required.

### **T.C.D.:**

Following the introductory meeting, a report was sent to students, outlining next steps to be taken in the employment process. This action plan approach allowed the student to work on tasks such as dealing with disclosure, attending the Careers Service for specific supports, for example engaging in a mock interview, CV preparation or exploring employment options. Follow-up meetings were arranged with all students together with referral to mentors, email and phone contact, with an average of three meetings per student. A student-centred approach was taken from the outset, with the student setting the direction for employment guidance. For some students this meant identifying a mentor, for others it meant accessing guidance on disclosure and supports within the workplace. As all students were at a different point in their transition, they had diverse needs and a one-size fits all approach was unfeasible.

### **Facilitating Strategies:**

In order to assist the student to participate in the Transition to Employment project, an integrated model of support was used in both Irish Universities. This model combined the following strategies:

- ✓ **Academic Guidance**
- ✓ **Disability Advice**
- ✓ **Career Coaching**
- ✓ **Guidance in Employment – Employment Mentor:**

### **Academic Guidance:**

Academic guidance was provided to participants to assist them to complete their degree programme and academic responsibilities whilst participating in the Transition to Employment project. It was found, in the Irish context, that as participants are in the final year of their degree programme or undertaking a postgraduate programme of study, it was increasingly difficult for them to participate in the project. The successful completion of their studies and the prioritisation of academic responsibilities meant that some participants were forced to withdraw from the project. Thus, it is determined that students should be included in the transition to employment process prior to their final year of study.

### **Disability Advice (University Counsellor):**

Each participant met frequently with their Disability Advisor who reviewed the Needs Assessment, Transition Plan and addressed any queries that the student may have had.

### **Career Coaching:**

U.C.C. participants met with a Career Coach from Employability Cork who assisted the student with applications for work experience and employment. T.C.D. participants met with an in-house career coach who performed the same duties. The Career Coach also helped the student to review and/or develop their CV. Information was provided to the student in relation to reasonable accommodations and disclosure of disability was discussed. A practical approach was taken to career coaching and advice in the Irish context. This is in contrast to approaches in partner countries that involved counselling for psychosocial difficulties using Integrative and Behavioural Therapy.

### **Guidance to Employment – Employment Mentor:**

Assistance was provided to participants within the employment context. Once employment or work placement opportunities were sourced for the student, an Employment Mentor was identified within the relevant organisation or company. The Employment Mentor provided relevant information to the student in relation to the organisation, duties and tasks and reasonable accommodations. Frequently, students were unable to participate in employment or work placement until the end of the academic year due to examinations and completion of theses.

### **U.C.C. Outcomes:**

In total, U.C.C. has eight students that reached this stage of the project. Mentors have been identified for all participants and at least three meetings have taken place between students and their respective mentors. To date, one participant has completed work placement and therefore completed the mentoring process.



## **T.C.D. Outcomes:**

In total, eleven students from T.C.D. have obtained employment following graduation. All students were assigned mentors from T.C.D.'s Occupational Therapy Service and nine students made further links in with practitioners in their chosen fields. As stated, a student-centred approach was taken from the outset. Some students felt a benefit from linking with the Occupational Therapy service, or with practitioners in the field while others did not. All students were at a different point in their transition and so each followed an individual, tailored path that would complement their present needs.

Students determined that the mentoring process was a really beneficial component of the project. They have assistance with queries in relation to reasonable accommodations, disclosure and tasks and duties. The mentoring process also provides a point of contact within the organisation for any difficulties that may arise. Students have conceded that this point of contact will reduce levels of anxiety inherent in taking up employment for the first time.

It is noteworthy, in Ireland, 50% of mentors were identified within the public sector. This correlates with figures in partner countries. These work place opportunities within the public sector enabled student's access to range of human and technical and financial supports. The financial support included a package to enable student free internet access thereby enabling student to work from home.

## **1.5 Feedback from Stakeholders:**

Detailed information in relation to feedback from all stakeholders will be provided in subsequent sections of this report (See Sections 3-6). For the purposes of assessing feedback in the Irish context, the most significant finding relates to the commitment of students to the transition to employment process. In Ireland, all stakeholders concurred that the transition to employment is time consuming and a process that requires detailed consideration. Students completing their final year in an undergraduate programme or students undertaking postgraduate study do not have enough time to dedicate to this process. It is necessary for students to devote their time to the successful completion of their degree programme. Consequently, the

most significant finding, within the Irish context, determines that the transition to employment process should begin once students enter higher level education.

### **Tools:**

**Focus Groups:** One day workshops and focus groups were held with AHEAD, the Association for Higher Education, Access and Disability. Such events focused on areas such as employment skills, employment opportunities, reasonable accommodations and disclosure.

**Semi-Structured Interviews (SSI):** Semi-Structured Interviews were used to assess the perceptions of all stakeholders participating in the project. Interviews focused on perceptions relating to expectations, commitment to the project, perception of the tools used and the overall effectiveness of the project.

**Analysis of Template for Recording SSS Process:** A template was devised to record the feedback provided in the Semi-Structured Interview. This assisted with the recording and analysis of all feedback and allowed for the collation of information.

**Records of Meetings with Student and University Counsellor/Career Coach:** Minutes were taken at all meetings between the student and Career Coach/University Counsellor. This allowed for accurate data to be collated in terms of student needs, the development of the CV and information provided in relation to the Transition Plan. It also allowed for records to be held in relation to disclosure.

## **1.6 Methodology:**

In terms of evaluating the Univers' Emploi project in the Irish context, it is necessary to run a qualitative analysis. The sample for this research is relatively small. Two students in U.C.C. disengaged from the project due to deterioration of mental health difficulties and one disengaged in T.C.D. T.C.D. and U.C.C. have collected and collated data from the Semi-Structured Interviews conducted with both students and professionals participating in the project. Information obtained as part of this process

will be analysed using the student's life situation and learning approaches as a guideline to the most significant outcome, improving employability prospects for students with disabilities. This data will be interpreted and presented using a social constructivist approach. This approach will conceptualise the students learning, skills acquired and challenges faced during the course of the project.

## 1.7 Preliminary Analysis of Data:

Throughout the course of this project, student motivation in terms of the transition to employment remained high. In three cases, students withdrew from the project due to reasons of illness and an overwhelming number of academic responsibilities. With the exception of these three participants, students remained focused on the transition to employment and took part in all meetings with the University Counsellor with the objective of participating in work experience and/or employment. This high level of commitment to the project is important, particularly in the Irish context as it reflects that ambition that students with disabilities have to pursue a career of their choice despite the level of unemployment in Ireland today. This finding has been reflected in the evaluation of the project in partner countries also.

It is of further significance that students found the assessment of need and the provision of a Transition Plan to be of huge benefit to them. Students have indicated that this process allowed them to focus on the areas of employment that are of interest to them and to develop the skills necessary to acquire employment in this area. Students and Employment Mentors have indicated that such skills will be of use to them throughout their career.

## 1.8 Discussion:

### a) Benefits of the Project:

**Transition Plan:** T.C.D. & U.C.C. consider that the inclusion of the employment dimension into the needs assessment process to be of considerable benefit to students with disabilities and is a dimension that will be included in all future

assessments for students with disabilities. This dimension provides direction for the student's studies and will increase the participation of students with disabilities in the employment market. Preparation of the Transition Plan is a really beneficial aspect of the project. Each student prepared their Transition Plan with the assistance of a Career Coach. The student then met with staff from the Disability Support Service to ensure that they were satisfied with all aspects of the plan. It allows the student to focus on their future goals and to put plans in place in respect of the skills and preparation necessary for transition. T.C.D. & U.C.C. is aware of the need to review the transition plan regularly. It was evident that during participation in this project that students' needs change over time and that their goals and aims may have to be altered. Frequently, availability of opportunities within the area of employment that the student has chosen may not be available or due to deterioration in a student's medical condition, it is necessary to review the plan.

**Transition Process:** As a result of participation in the Univers' Emploi project, students have increased knowledge and skills, increased confidence and self-esteem and a greater possibility of obtaining employment was reported. The issue of disclosure is considered significant for students with disabilities. Often students are apprehensive about disclosing their medical condition to an employer and it is an area with which they need advice and support. Participation in this project provided students with an opportunity to consider the issue and hopefully become more confident about providing information to employers.

**Learning Outcomes and Personal Development:** As a result of their participation in the project, students have become more positive about the challenges faced in the transition to employment. They have also acquired many skills that will assist them in to the future.

## **b) Challenges Experienced During Participation in the Project:**

**Time Management:** T.C.D. & U.C.C. is aware that time management for students is a major challenge for this project. Students with disabilities participating in the project

have significant demands on their time and completing their studies successfully is of paramount importance. Consequently, students find it difficult to invest time in the transition to employment process particularly in the second semester of their final year in higher level education.

### **Understanding the Extent of Mentoring Needed to Enhance Employability**

**Skills:** It is evident from the evaluation of this project that students were unprepared for the transition to employment. They required career coaching, training in terms of skills such as CV preparation and letter writing. Students needed to identify areas of interest to them in terms of employment and time was spent on researching available opportunities within the employment market.



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## Characteristics of participants and organisations

### 2.1 Student and Mentor Characteristics:

**Table One:**

Student	University	Female/ Male	Study	Disability	Mentor	Female/ Male	Company	Public	Private	Organisation
S1	UCC	M	Masters – Social Sciences	Mental Health	M1	M	Government Department	√		
S2	UCC	M	Humanities	Mental Health	M2	M	Government Department	√		
S3	UCC	M	Social Sciences	Blind	M3 M3A	M M	IT Sector		√ √	
S4	UCC	M	Masters – Social Sciences	Physical	M4	M	Government Department	√		
S5	UCC	M	Social Sciences	Physical	M5	M	Non-Profit	√		
S6	UCC	M	Masters – Social Sciences	Physical	Student withdrew from project					
S7	UCC	F	Masters – Social Sciences	Blind	M7	F	Government Department		√	
S8	UCC	F	Humanities	Vision Impairment	M8	F	Transportation sector		√	
S9	UCC	F	Humanities	Hard of Hearing	M9	F	Social Care sector		√	
S10	UCC	M	Masters – Social Sciences	Mental Health	Student withdrew from project					
S11	UVV	M	Health Sciences	Mental Health		M	Pharmaceuticals		√	

## 2.2 University Counsellor and Disability Employment Agency Characteristics:

**Table Two:**

Post	University	Female/Male	Position Held	Organisation
University Counsellor	UCC	F	Disability Advisor	Disability Support Service UCC
Career Coach	UCC	F	Career Coach	Employability Cork

## 2.3 Student and Mentor Characteristics TCD:

**Table Three:**

Student	University	Female/Male	Study	Disability	Mentor	Female/Male	Current Status – July 2012	Public	Private	Organisation
S1	TCD	F	Doctorate – Engineering and Science	Asperger's Syndrome	M1	F	Job offer to begin post-doctorate	√		
S2	TCD	F	Languages	Blind / Vision impaired	M2	F	Employed		√	
S3	TCD	M	Social Sciences	Dyspraxia and mental health	M3	M	Seeking employment			
S4	TCD	F	Humanities	Physical Disability	M2	F	Internship offer.			√
S5	TCD	F	Health Sciences	Physical disability	M3	M	Employed	√		
S6	TCD	F	Social Sciences	Significant On-going illness	M2	F	Paid Internship			√
S7	TCD	F	Masters - Humanities	Physical Disability	M3	M	Writing up thesis			
S8	TCD	M	Social Sciences	Significant on-going illness and mental health	M3	M	Temporary Employment	√		
S9	TCD	M	Engineering and Science	Deaf / hard of hearing	M2	F	Internship 6 months		√	
S10	TCD	F	Social Sciences	Mental Health	M4	M	Employed.		√	
S11	TCD	M	Humanities	Asperger's Syndrome	M1	F	Internship and offer of masters	√		
S12	TCD	M	Engineering and Sciences	Asperger's Syndrome	M1	F	Employed		√	
S13	TCD	M	Engineering and Science	Mental Health	M1	F	Disengaged with pilot.			
S14	TCD	F	Humanities	Mental Health	M4	M	Employed		√	
S15	TCD	F	Health Sciences	Deaf / hard of hearing	M2	F	Seeking employment			

## 1.4 University Counsellor and Disability Career Coach Characteristics TCD:

**Table Four:**

Post	University	Female/Male	Position Held	Organisation
University Counsellor	TCD	M	Disability Advisor	Disability Support Service TCD
Career Coach	TCD	F	Career Coach	Disability Support Service TCD

### **3. Commitment and perception of the project**

#### **3.1: Perception of the Students:**

##### **The Process of Initial Mobilization of Actors:**

T.C.D. and U.C.C. invited students to attend a briefing session providing details in relation to the transition to employment. At this briefing session, students were invited to participate in the project. Most commonly, students indicated that they wished to participate in the project due to lack of previous employment experience and skills, current levels of unemployment in Ireland, concerns over disclosure and a lack of information provision on future opportunities once study was complete.

##### **Initial Commitment:**

Both Irish partners, U.C.C. and T.C.D., acknowledge a strong commitment on the part of students participating in the project. A significant finding emerged, however, in relation to time management. This issue was a major challenge for this project. Students with disabilities participating in the project have significant demands on their time and completing their studies successfully is of paramount importance. Consequently, students find it difficult to invest time in the transition to employment process particularly in the second semester of their final year in higher level education. Consequently a number of students withdrew from the project, whilst others postponed their participation in work placement/employment until after their end of year examinations were complete.

##### **Expectations:**

Initially, students reported that they were unsure what to expect at the outset of the project. The majority of students reported that they expected to meet with a Career Coach and eventually be placed in work experience or employment. Students in both universities were assisted with skills such as CV preparation and interview preparation once they consented to participate in the project. Once this support was put in place and students became more confident in their abilities, they stated that they expected to become more confident with the transition process. All students

further indicated that they expected to complete their degree programme successfully.

### **Dissemination of the Project:**

**Provision of Information:** Students in both universities, T.C.D. and U.C.C. were provided with information in hard copy and electronically. Information was made available to participants on the Disability Support Service website and a briefing session was held for all participants in relation to the project. During the evaluation process, students reported that they had received sufficient information to participate in the project and had adequate opportunities to voice any queries that arose.

**Knowledge about the Role of Stakeholders:** Initially, students reported that they were unsure about the role of all stakeholders but that this was explained to them during the initial stages of the project. Students further reported that if they approached one stakeholder for assistance and had inadvertently requested information from the incorrect person, they were referred on to the correct stakeholder for assistance.

**Nine Dimensions of Assessment:** Students indicate that in both universities, the nine dimensions of assessment were considered and explained during participation in the project. At individual meetings with the University Counsellor and Career Coach, students had an opportunity to discuss expectations, motivations and aims. In terms of skills, strategies and development, this was also discussed in detail.

**Provision of a Transition Plan:** Students reported in all cases that they were provided with a Transition Plan. Participants worked closely with a Career Coach and the University Counsellor to assist with this plan and their input was taken in to consideration at all times.

**Information in Relation to Employment Opportunities:** All students reported that they were supplied with sufficient information in relation to employment opportunities



in their chosen field. Such information was provided by Disability Support Services, Career Advisory Services and Career Coaches. Students indicate that prior to the provision of this information; they were unsure as to what opportunities were available or would be suited to them.

**Information in Relation to Ethics and Culture in Organisations:** All participants indicated that they were supplied with information relating to the ethics and culture of various work organisations. However, in many cases it was stated that this information was unnecessary as it was too basic or did not apply to the work environment as it was a small company.

**Reasonable Accommodations:** The provision of reasonable accommodations was discussed with all participants. Information relating to grant provision was also provided. Whilst reasonable accommodations were not required in all cases, the majority of students were confident about discussing this issue with their employment mentor. All participants are provided with reasonable accommodations throughout the course of their studies and so they are confident about requesting supports to be put in place.

**Were Stakeholders Supportive in their Role:** Participants found that all stakeholders to be supportive in their role. Students were able to meet frequently with all stakeholders and if they had any queries or concerns, they were quickly resolved.

### **Perceptions on the project:**

**Involvement:** Participants in both universities reported that they felt fully involved in the project at all times.

**Disclosure:** The issue of disclosure is considered significant for students with disabilities. Often students are apprehensive about disclosing their medical condition to an employer and it is an area with which they need advice and support. Participation in this project provided students with an opportunity to consider the

issue and hopefully become more confident about providing information to employers. The majority of students decided to disclose their condition upon taking up work placement and employment as part of this project.

**Management of the Transition Phase:** Participants report that they are now more prepared to make a successful transition to employment. Students indicate that they have learned many skills due to participation in the project that will prove useful to them throughout their career. Students further indicate that the opportunity to become involved in work experience has improved their confidence and ability to obtain work placement and employment once their studies are complete. Overall students state that participation in the project was a really positive experience.

**Skills and Development:** As a result of participation in the project, students indicate that they have become more confident in their ability to successfully pursue a career of their choice. As a result of participating in work placement, students have acquired skills and experience in an area of employment suited to their studies. Participants state that they are now more confident and independent. They have also acquired practical skills that will stand to them throughout their career such as CV preparation and letter writing skills. The transition to employment will not seem such a daunting process for students who have participated in the project.

#### **Commitment along the Project:**

As previously indicated, both T.C.D. and U.C.C. acknowledge a strong commitment on the part of students participating in the project. It is imperative that the issue of time management is addressed, however. This issue was a major challenge for this project. Students with disabilities participating in the project have significant demands on their time and completing their studies successfully is of paramount importance. Consequently a number of students were unable to focus on the transition to employment process and withdrew from the project whilst others postponed their participation in work placement/employment until after their end of year examinations were complete.

## 3.2: Perception of the University Counsellor:

### The Process of Initial Mobilization of Actors:

The University Counsellor in both T.C.D. and U.C.C. were briefed on the project by the Disability Support Officer. University Counsellors were provided with a hand-out on the objectives of the project and the names of the students selected for the project

### Initial Commitment:

University Counsellors stated that they were eager to see how the employability context could be built into the assessment process for students with disabilities. They indicate that as staff persons working with students with high end needs they are conscious of the challenges these students face in accessing employment and hence hope this project improves their options

### Expectations:

University Counsellors state that it is essential that students with disabilities receive career coaching and mentoring in order to explore employment options and gain the skills required to look for work in a competitive job market. University Counsellors expected that the outcomes from this project would demonstrate how the provision of such supports directly impact on the future employment prospects of students with disabilities.

### Dissemination of the Project:

**Provision of Information in Relation to the Role and Responsibilities of Stakeholders:** The University Counsellor in each Higher Education Institution (HEI) was provided with information relating to the role and responsibilities of all stakeholders by the Disability Support Officer.

**Support and Resources Provided:** Training was provided in the use of the Aarhus Model of Assessment. Information was also provided about the project in electronic format to all University Counsellors.

**Concept of Employability:** Amended templates have been created so that the employability concept will be included in to the assessment of need for all students in to the future.

**Provision of the Transition Plan:** University Counsellors inputted into the transition plan with the selected students and worked with students to assist them achieve their goals.

**Information Provision Relating to Employment Opportunities:** University Counsellors worked closely with the Career Coach who was contracted to work with the designated students within the project. The Career Coach did the exploration work with each individual student, working on CVs, covering letters and interview techniques. Employment opportunities were also identified for students participating in the programme.

**Information Provision Relating to Ethics and Culture in Work Environments:** Where necessary, students were advised about the ethics and culture of various work environments.

**Provision of Reasonable Accommodations:** Where applicable, reasonable accommodation were provided. Accessibility was addressed and disability awareness was provided to mentors in companies. Assistive technologies are also provided where necessary.

**Communication Strategies:** Weekly meetings were held between disability staff and Career Coaches on progress with students. Each student was seen by the Career Coach on bi-weekly basis for a mentoring process where the transition plan was regularly reassessed.

## **Perceptions on the Project:**

### **Development of Employment Skills:**

University Counsellors report that participation in this project has allowed for the development of the student's employment skills. This was brought about by linking the student with a Career Coach, who has provided the student with training in areas such as CV preparation and letter writing skills. A Transition Plan has also been put in place. The Transition Plan was readjusted frequently as many students have personal and academic challenges that impinge on their development. Some students have had to withdraw from the project for the moment due to deteriorating health problems and others had to put placement on hold as academic demands were overwhelming.

### **Development of Student's Independence and Professional Efficiency:**

According to University Counsellors, the project's focus on building the concept of employability into the assessment of the students' needs is excellent. Disability Support Services have benefited from adapting the Aarhus Employability Model into the initial assessment of needs. The involvement of the Career Coach has made a major difference as emphasis is placed on reviewing the Transition Plan and meeting students individually with a view to building their confidence and personal and interpersonal development skills together with employability skills

## **Commitment Along the Project:**

University Counsellors have remained committed to the project at all times. They state that it is imperative to maintain networks developed as part of their participation in this project. University Counsellors do recognize, however, the difficulties experienced by participants in this project to complete their academic programme successfully whilst focusing on the transition to employment.

### **3.3: Perception of the Mentor:**

#### **The Process of Initial Mobilization of Actors:**

In respect of U.C.C., Employability Cork has developed a number of networks with employers as part of a Leonardo project in Cork City. Consequently, it was decided that the Career Coach from Employability Cork would initially approach employers to inquire if they would have available opportunities for students participating in the project. Ten work placement opportunities were provided for nine participants and ten Employment Mentors were identified. In T.C.D. as mentioned all students were at differing stages of the transition to employment and as we linked them up mostly with Occupational Therapists to work on transitioning and to act as mentors this process, these professional mentors are ideally suited as occupation is key to their work.

#### **Initial Commitment:**

Employment Mentors gave their full commitment to the project. They feel that this project offers benefits to any work organization as they gain the experience and knowledge of a graduate with a disability at a minimum cost. It is an opportunity for an organization, particularly in the public sector to achieve targets set out by the Government in relation to the employment of people with disabilities. Mentors state that it has an added benefit for the student also as they may obtain financial support in return for their knowledge and expertise.

#### **Expectations:**

This is another area where significant findings were evident. Mentors often stated that they had over-ambitious expectations about the students "readiness" for employment. It became clear after initial meetings with the student that academic commitments had to take precedence over the transition to employment process and in many cases, work placement opportunities were deferred to the completion of end of year examinations.



## **Dissemination of the Project:**

**Provision of Information in Relation to the Role and Responsibilities of Stakeholders:** The Employment Mentor in each organisation was provided with information relating to the role and responsibilities of all stakeholders.

**Support and Resources Provided:** Disability Awareness Training was provided to all Mentors. Information was provided in relation to the provision of reasonable accommodations and grant provision. Assistive Technology was provided to organisations upon request.

**Provision of the Transition Plan:** Mentors were provided with copies of the Transition Plan to allow them to work with students to achieve their goals and objectives.

**Information Provision Relating to Ethics and Culture in Work Environments:** Where necessary, mentors advised students about the ethics and culture of the organisation.

**Provision of Reasonable Accommodations:** Where applicable, reasonable accommodation were provided. Accessibility was addressed and disability awareness was provided to mentors in companies. Assistive Technologies are also provided where necessary.

**Communication Strategies:** Regular meetings were held between Career Coaches and Mentors on progress with students. As some students postponed their work placement until they had completed examinations, many participants only met with their Employment Mentor on two or three occasions. Communication between stakeholders depended on what level the student was at in the transition process.

## **Perceptions on the Project:**

Mentors state that participation in the project is a positive experience with mutual benefits for both employers and students. Employer's benefit in terms of obtaining the knowledge and experience of graduates with disabilities, whilst meeting obligatory targets set by the Government to increase the numbers of people with disabilities in employment. Students, on the other hand, obtain skills and experience in employment whilst sometimes obtaining financial support.

## **Commitment along the Project:**

Employment Mentors remained committed to the project and the transition to employment process for students with disabilities at all times. Mentors took cognisance of the academic challenges facing students and afforded them flexibility in terms of completing work placement and employment. Frequently, students had to postpone appointments, which were always accommodated. Many requests to defer the work placement to the end of examinations were granted. At all times advice, assistance and reasonable accommodations were provided.

## **Cooperation and partnership / joint-venture**

### **4.1 Perception of the Students:**

**Characteristic of Partnership between University and Companies:** Students found that the partnership developed between the university and the employer to be hugely beneficial to them. A placement was organized for them in a field of their choice and as it was a co-operative relationship, support and advice was always available.

**Cooperation Relations between the Stakeholders:** Students deemed that effective communication skills were used amongst all stakeholders and that all parties were supportive in their role.

## a. Perception of the University Counsellor:

**Characteristic of Partnership between University and Companies:** University Counsellors determined that the networks developed between the University and Employers were very beneficial. They suggest that through the development of such networks, employment opportunities may be created for graduates with disabilities whilst also providing valuable opportunities for the labour market.

**Cooperation Relations between the Stakeholders:** According to University Counsellors, effective communication and co-operation was used by all stakeholders during participation in the project. Co-operation relations were developed initially by hosting briefing sessions for University Counsellors and students and then University Counsellors and Employers. Regular meetings were subsequently held so that all parties could provide updates on progress.

## b. Perception of the Mentor:

**Characteristic of Partnership between University and Companies:** Employment Mentors state that the partnerships that have developed as a result of the Transition to Employment project are mutually beneficial. Employers have provided students with employment skills and experience but have also gained the knowledge and experience that a student with a disability brings to an organization. Such networks lay foundations for communication between universities and employers in to the future.

**Cooperation Relations between the Stakeholders:** Co-operation relations between all stakeholders were developed through attendance at briefing sessions and information days. Regular contact was maintained between all parties for the provision of progress reports. Mentors maintain that such strategies were completely effective.

## Guidance methodology

### 5.1 Perception of the Students:

#### Implementation of the Guidance Methodology

Students considered that the nine dimensions of assessment were explained and that each area was taken in to account during participation in the project. At individual meetings with the Disability Support Officer and the Career Coach, the student had an opportunity to discuss expectations, motivations and aims. In terms of skills, strategies and development, this was discussed in detail with both the Career Coach and the Mentor.

**General and Academic Expectations/Progress:** This was discussed in detail with students. Much time during discussions was dedicated to academic commitments.

**Cognitive Expectations:** Student's expectations were discussed.

**Learning Process:** Each student's learning process was always taken in to consideration.

**Motivation:** Student's motivation and possible barriers to participation were taken in to consideration.

**Social Relationships:** Student's perception of social relationships and implications in terms of work environment was discussed.

**Language and Culture:** Ethics and cultures of various work environments were explained to all students.

**Life Strategies:** Life strategies were taken in to consideration as part of the nine dimensions of assessment. Student discussed this aspect with the Career Coach as part of Transition Plan.

**Self-Esteem:** Self-esteem was considered in respect of all students. Participation in the project has led to an increase in students' self-esteem.

**Personal Development:** Participation in the project has allowed for a growth in personal development. This is an important factor in the transition to employment and was always taken in to consideration as part of the nine dimensions of assessment.

### **Appropriation of Tools:**

The nine dimensions of assessment were explained to each student. Students found the implementation of this tool to be beneficial as it is a holistic approach to the transition process taking all aspects of the student's development in to consideration. Additional supports were also put in place for students as required such as academic support, technological support, employment skills and training and the provision of reasonable accommodations.

### **Appropriation of the Guidance Methodology:**

Students reported that the guidance methodology provides a beneficial framework from which supports may be put in place during the transition to employment process.

### **Quality of Relation within the Mentor/Student Pair:**

All students reported that the mentoring process was most beneficial to them. Participants found Employment Mentors to be supportive within their role at all times.

### **Adaptions Done in Order to Facilitate the Participation of the Students to the Project:**

Students were always facilitated so that they could successfully participate in the project. Reasonable accommodations were put in place when required. In some

cases students requested to postpone work placement until after the end of year examinations. This request was also accommodated. In cases where the placement found for the student was unsuitable due to its location, alternative placements were found for the student.

## 5.2 Perception of the University Counsellor:

### Implementation of the Guidance Methodology

University Counsellors considered that the nine dimensions of assessment were explained to each student and that each area was taken in to account during participation in the project. The following areas were discussed:

- ✓ Expectations
- ✓ Motivations
- ✓ Aims
- ✓ Skills
- ✓ Strategies
- ✓ Development

**General and Academic Expectations/Progress:** Academic responsibilities were prioritized at all times.

**Cognitive Expectations:** University Counsellors have taken the students expectations in to consideration at all times.

**Learning Process:** Each student's learning process was always taken in to consideration.

**Motivation:** University Counsellors encouraged all participants and student motivation was considered during participation in the project.

**Social Relationships:** Student's perception of social relationships and implications in terms of work environment was discussed.



**Language and Culture:** Ethics and cultures of various work environments were explained to all students.

**Life Strategies:** University Counsellors considered life strategies as part of the nine dimensions of assessment.

**Self-Esteem:** Self-esteem was considered in respect of all students. Participation in the project has led to an increase in students' self-esteem.

**Personal Development:** Participation in the project has allowed for a growth in personal development. This is an important factor in the transition to employment and was always taken in to consideration as part of the nine dimensions of assessment.

### **Appropriation of Tools:**

The nine dimensions of assessment were taken in to consideration in the case of each student. University Counsellors found the implementation of this tool to be invaluable as it considers all aspects of the student's development and progress within the transition to employment process. Additional supports were also put in place for students as required such as academic support, technological support, employment skills, training and the provision of reasonable accommodations.

### **Appropriation of the Guidance Methodology:**

University Counsellors reported that the guidance methodology provides a beneficial framework from which supports may be put in place during the transition to employment process.

### **Quality of Relation within the Mentor/Student Pair:**

University Counsellors reported that the mentoring process was beneficial for all students making the transition to employment. University Counsellors found Employment Mentors to be supportive within their role at all times.

### **Adaptions Done in Order to Facilitate the Participation of the Students to the Project:**

Accommodations were made for students so that they could successfully participate in the project. Reasonable accommodations were put in place when required. In some cases students requested to postpone work placement until after the end of year examinations. This request was also accommodated. In cases where the placement found for the student was unsuitable due to its location, alternative placements were found for the student.

### **5.3 Perception of the Mentor:**

#### **Implementation of the Guidance Methodology:**

Mentors report that the guidance methodology provides a beneficial framework from which to develop a Transition Plan. As the Mentoring process has not commenced in some cases, Mentors cannot fully evaluate this stage of the process.

#### **Appropriation of Tools:**

Mentors reported that the Guidance Methodology provides a beneficial framework from which supports may be put in place during the transition to employment process.

#### **Appropriation of the Guidance Methodology:**

As previously mentioned, the Mentoring process has not commenced in some cases so Mentors cannot fully evaluate this stage of the process. They expect that the

appropriation of the Guidance Methodology will be of considerable benefit to students.

### **Quality of Relation within the Mentor/Student Pair:**

The relationship between Mentors and students is still being established. To date Mentors reported that they are making good progress with all students. They find that it is a mutually beneficial relationship where all parties can avail of a learning process.

### **Adaptions Done in Order to Facilitate the Participation of the Students to the Project:**

Students were always facilitated so that they could successfully participate in the project. Reasonable accommodations were put in place when required. In some cases students requested to postpone work placement until after the end of year examinations. This request was also accommodated. In cases where the placement found for the student was unsuitable due to its location, alternative placements were found for the student.

## **6. The effects of the project**

### **6.1 For the Student:**

#### **Effect at the Personal Level (Towards Oneself):**

As a result of participation in the project, students have become more confident in their ability to successfully pursue a career of their choice. As a result of participating in work placement, students have acquired skills and experience in an area of employment suited to their studies. Students report increased confidence and independence. They have acquired practical skills that will stand to them throughout their career such as CV preparation and letter writing skills.

### **Effect at the Personal Level (Concerning Social Aspects):**

Students report an increased confidence in terms of socialization.

### **Professional Level/Dimensions:**

Students report that the experience of participating in a professional project has been most beneficial for them. They have acquired additional knowledge and skills that will be useful to them in making the transition to employment.

### **Acquired/Gained/Reinforced Aptitudes:**

Students are now more competent in the skills required for applying for employment. They have an increased proficiency in time management, task completion and socialization in the work environment.

## **6.2 For the University Counsellor:**

### **Effect at the Personal Level (Towards Oneself):**

University Counsellors determined that they are now more conscious of the needs of students with disabilities in making the transition to employment.

### **Effect at the Personal Level (Concerning Social Aspects):**

University Counsellors report that one of the major benefits of this project derives from the networks that have been developed with employers in the area. This networking can be improved upon and developed over the coming years to improve the employment prospects of students with disabilities.

### **Professional Level/Dimensions:**

As mentioned previously, the professional networks that have been developed as part of this project will prove useful to University Counsellors seeking employment opportunities for students with disabilities.

### **Acquired/Gained/Reinforced Aptitudes:**

University Counsellors are now more proficient in the assessment of needs for students making the transition to employment.

### **6.3 For the Mentor:**

#### **Effect at the Personal Level (Towards Oneself):**

Employment Mentors are now more aware of the needs of students with disabilities entering employment.

#### **Effect at the Personal Level (Concerning Social Aspects):**

Whilst the mentoring process for students with disabilities is still in its initial stages, Mentors now have a greater understanding of the abilities and qualities that students with disabilities bring to the work environment.

### **Professional Level/Dimensions:**

The professional dimensions evident from participation in the project will not be evaluated until all students have completed work placement.

### **Acquired/Gained/Reinforced Aptitudes:**

Mentors are now more proficient in the following areas:

- ✓ Disability Awareness
- ✓ Assessment of Needs for Students with Disabilities
- ✓ Provision of Reasonable Accommodations

## 7. Conclusion

### 7.1 Added Benefits of the Programme:

**Networks Developed:** As a result of participation in this project the Disability Support Service have developed professional networks with employers that will assist them with the provision of work placement/employment opportunities for students with disabilities in to the future.

**Transition Plan:** T.C.D. & U.C.C. considers that the inclusion of the employment dimension into the needs assessment process to be of considerable benefit to students with disabilities and is a dimension that will be included in all future assessments for students with disabilities.

**Transition Process:** As a result of participation in the Univers Emploi project, students have increased knowledge and skills, increased confidence and self-esteem and a greater possibility of obtaining employment was reported.

**Disclosure:** The issue of disclosure is considered significant for students with disabilities. Often students are apprehensive about disclosing their medical condition to an employer and it is an area with which they need advice and support. Participation in this project provided students with an opportunity to consider the issue and hopefully become more confident about providing information to employers.

**Learning Outcomes and Personal Development:** As a result of their participation in the project, students have become more positive about the challenges faced in the



transition to employment. They have also acquired many skills that will assist them in to the future.

**Development of a Transition sustainable model proposal:** TCD & UCC thinks the transition from education to employment is the most daunting for students with disabilities. Apart from the fact that it is a very competitive market (and will remain so for the foreseeable future), the disabled student has an even greater persuasion job on their hands to ensure the employer sees them as the best candidate for the job. Accordingly, the institution has to go beyond the existing level of careers support for such a student and that the role of the careers professional is not just advisor but perhaps advocate for the person as well as providing tailored, personal support for that first year after graduation as they settle into the workplace.

University and national strategic direction should have a labour market focus and guidance and career support of a more in depth kind should become a critical feature of it. The issue is how to achieve this effectively. A proposal is outlined below which would lead to strategic development in the transitional journey to employment that is transferable across colleges and could also act as a shared service. It would result in the appointment of specialists for a minimum period of about three years. The length of the appointment is important because relationships with companies have to be built up and sustained and we have to show greater success outside the current WAM internship employers, not just because the internship is for a fixed term but also because SME companies are an important source of jobs. But TCD & UCC thinks the appointment could be shared between a number of institutions because the level of support required is going to depend on the severity of the disability and in fact this “shared service” might fit in with the current HEA Landscapes thinking. TCD has strong working relations with DCU and DIT with UNILINK offering services there so the project could be offered between these three HEI and reviewed to determine if workable after year 1 onwards. UCC has similar strong working relationships with CIT, UL and other southern higher education institutions.

## **TCD & UCC Proposal - Students with disabilities and entry to the labour market - transition to employment process for disabled students**

The Disability Service philosophy at TCD & UCC has evolved over the last ten years and now firmly belongs within a 'social model' of disability with the premise that people with disabilities have a right to actively participate in, and contribute to College, as equals. The social model recognises that people with disabilities are prevented from achieving their full potential by the attitude of society, as well as environmental obstacles such as restrictions in their access to public transport, entertainment and public places, and in education and employment.

For example, a key element of the TCD Service's *Strategic Outreach, Transition, Retention and Progression Plan 2011-2014* is progression into employment and key objectives and actions have been identified for this phase in conjunction with the College's Careers Advisory Service.

The transition from education to employment is the most daunting for students with disabilities. Apart from the fact that it is a very competitive market (and will remain so for the foreseeable future), the disabled student has an even greater persuasion job on their hands than their able bodied colleagues to ensure the employer sees them as the best candidate for the job. Accordingly, the institution will have to go beyond the existing level of careers support for such a student and the role of the careers professional will not just be as an advisor but will involve an element of advocacy for the person as well as providing tailored, personal support for that first year after graduation as they settle into the workplace. Hence, both Services are proposing a more intensive set of supports to facilitate this crucial stage in the student journey.

The kernel of this proposal is the appointment of a full-time specialist careers adviser whose sole focus would be career planning, obtaining work experience placements and finally, full-time employment for students with disabilities. The appointment would be for a minimum period of three. The length of the appointment is important because relationships with companies have to be built up and sustained and we have to show greater success outside the current WAM internship employers, not just

because the internship is for a fixed term but also because SME companies are an important source of jobs. This approach is based on the principle that an academic program combined with work experience, is relevant to, and desirable for, effective employment preparation. Periods of work based learning, particularly during College vacations allow students with disabilities to acquire experience in their areas of career interest, while academic semesters are devoted primarily to fundamental and theoretical studies. These practical experiences and academic studies complement one another.

The motivation, responsibility, and opportunity for insight gained through a work experience placement can be of significant value to the student's future. It is envisaged that this type of support service would extend beyond the student's journey through College and would be available to alumni.

### **The role of this specialist adviser would include the following:**

- Meeting with intending students and their parents prior to entry to College to identify needs and discuss how the College experience will aid labour market entry
- Periodic meetings with the student throughout their time in College to discuss the evolution of career aims and the acquisition of relevant experience.
- Developing work experience placements as well as job opportunities and securing potential employers
- Arranging recruiting interviews for students with disabilities
- Providing professional career guidance to students
- Maintaining work experience and full-time employment records
- Monitoring work experience placements by visiting or telephoning students and employers on the job
- Working with the students before, during and after their work experience to help maximize the students' whole education/career experience
- Providing support to the student in the first year after graduation as they settle into employment

- Working with other HEI to develop similar model of support for disabled students and dissemination of good practice via reports & web

### **Benefits to the student**

- Needs assessment process will include transition to employment stage thus allowing student to discuss disability & employment issues
- Each work situation is developed and/or approved by the College as suitable;
- The student is engaged in productive work rather than merely observing;
- The student receives remuneration for the work experience;
- The student's progress on the job is monitored by the College;
- The student's performance on the job is supervised and evaluated by the employer. The supervisor will oversee the student's work and discuss expectations for the placement with the student and, on a regular basis, give the student feedback on how he/she is doing, including areas of strength and areas which require improvement.

### **Benefits to the employer**

- It is an excellent way to evaluate potential employees
- Support available to employer on disability and reasonable accommodation implementation
- Students bring fresh, innovative ideas to an organisation.

This proposal as outlined would lead to strategic development in the transitional journey to employment that is transferable across colleges and could also act as a shared service. We believe the appointment could be shared between a number of institutions because the level of support required is going to depend on the severity of the disability and in fact this “shared service” might fit in with the current HEA Landscapes thinking.

## 7.2 Challenges Experienced During Participation in the Project:

**Time Management:** T.C.D. & U.C.C. is aware that time management is a major challenge for this project. Students with disabilities participating in the project have significant demands on their time and completing their studies successfully is of paramount importance.

**Understanding the Extent of Mentoring Needed to Enhance Employability Skills:** It is evident from the evaluation of this project that students were unprepared for the transition to employment. They required career coaching, training in terms of skills such as CV preparation and letter writing. Students needed to identify areas of interest to them in terms of employment and time was spent on researching available opportunities within the employment market.

### Appendix 2 – Selection of Quotes from TCD Student participants

#### Motivation for participation in the pilot

I think any support for future and employment planning for people with disabilities is helpful. I wanted the opportunity to talk with someone who would help me plan my decisions for the future. Family and friends will listen to you but do not understand careers and disability related issues.

I am a mature student who has been out of the work environment for the last 5 years. I was glad of the opportunity for support. I have not been in work since developing my disability and there is not a lot of support out there for mature students with disabilities reentering the workplace. There is an expectation that you have all the answers yourself but as you grow older you actually realise just how little you do actually know and how much help you could use.

I have a recently acquired disability. That is a daunting experience, as is the transition from College. I wanted support and there was a void where that support would be. The pilot filled the void.

### **Student Expectations regarding the pilot**

I expected help applying for jobs and managing disability within the work place. I also expected careers advice, advice on managing aptitude tests for graduate positions, CV and interview tips. I was also very interested in mentoring opportunities. I want to go into business and am concerned about how my disability could impact my performance on the job,

I expected guidance on graduate applications, meetings and e-mail contact. From a work placement I hoped to get experience for about 4 to 5 months in an organisation relevant to my hoped for career path (e.g. in a law firm or the civil service. I did not expect a career job, just experience.

I expected guidance on the right way to go about getting a job. Disclosure baffled me and talking about it helped. I expected work placement to be a massive learning opportunity I have always learnt best by doing.

### **Student Expectations regarding academic responsibilities in final year.**

I actually expected my academic responsibilities to be easier than they were this year. I had spent last year in Paris, and thought that with fluent French and modules I loved this year would be easier. But it was so much work!

Academically I knew this year would be tough. It would involve a lot of study. I spent my third year in the USA, where they use a lot of continuous assessment so I was in the habit of studying steadily instead of cramming - that made it easier. But I did have to put in 14 hour days in the library. I managed them by taking long breaks.

I knew this year would be hard, as I would have to juggle transition planning and my dissertation. All my assignments this year counted towards my final mark so that gave everything a sense of importance. Nothing could go badly.



## **Student Expectations regarding their career.**

Regarding my future goals, I am not a long term planning type of person. Having mental health difficulties make things unpredictable and you need to be adaptable. My goal after graduation is to sort my medication out, then I will seek work in the voluntary sector, with the aim of doing a Masters after a year.

My expectations for the future is to work abroad using my language skills. I expect to be kept busy and on my toes with interesting work. I hope to enjoy my work and the experience of living in different countries. I want to be happy with what I am doing.

Moving into the future I hope to work in an area of interest that gives the opportunity for career development. I do not plan ahead too much. You know the saying 'Man plans, god laughs'.

## **Information**

I forget how I originally got involved in the pilot but I felt I had enough information. A lot of information was given face to face at meetings.

The information I was given helped me focus on aspects of transition. It made me aware that companies can be flexible and can accommodate disability. It made me more comfortable with disclosure.

Most information was given face to face. I find it better to speak through issues than to read the information.

## **Relationship with others in the pilot**

There was flexibility. I felt I could approach the core team with any transition related query and if they are not best placed to deal with it they would direct me to whoever was. They would never say 'sorry, that's not my role'. That is the benefit of a large college. There is always someone who can help.

Individual attention made all the difference. I got regular e-mails reminding me of what I should be doing and inviting me to meet the team. I built a relationship. If I went to the Careers' Service I would have to explain my background but here my goals, expectations and former work experience is known so I don't have to explain myself all over again when seeking advice.

I knew who was there to help me specifically with careers and who was there to help me with general skills and development.

### **The Nine Dimensions of Assessment – The Holistic Approach**

It was holistic. It was always about me and what I wanted to do. Personal aspects were dealt with more by the Counselling Service and by Unilink and so we did not go into them in detail here but we didn't need to.

All have been considered during the process, and the process had a broader focus than simply careers. I'm not sure if it was in a structured or an organic way though. From my point of view, the most important thing is that I have been listened to and taken seriously. The process has followed my needs.

Attention was given to a mix of academic and non-academic issues, and my motivations and preferences were at the centre of the process.

### **The Action Plan**

It described what would happen next. The plan was drafted and updated after each meeting. All was verbally agreed with me before being added in.

I had a transition plan. Myself and the core team completed and updated this together. While all the ideas did not originate with myself, every action was okayed with me before being added to the plan.

I had a work plan and I had sufficient input into it. It was great because I always knew what needed to be done and who would do it.

## **Information on Employment Opportunities**

I got a lot of information. Beforehand I only had vague ideas of what I might do next year. I did not choose to study history with a view to becoming a librarian. This helped me come to a firm decision on what I wanted to do following graduation, and this was very helpful. I also got a lot of help on disclosure and interview skills.

I have been given a lot of advice on job hunting, employability skills, disclosure and supports. Now I need to go out into the world and put it into practice!

I got as much guidance as I could at this point. I got help with my CV, with job hunting skills etc. My main focus this year was my degree so there are aspects on employment I was not yet interested in dealing with. They will come up after graduation.

## **Ethics and Culture of the work place**

I would have been aware of this already as I have extensive work experience from before I acquired my disability. It would have been discussed in relation to why and how to disclose.

We identified issues and aspects of disclosure, and how to handle my disability in the workplace. It could be helpful to give more information on expectations though, especially for people like me who have Asperger's syndrome.

This is what you learn in College. This is what you learn through attending classes, keeping to work deadlines etc.

## **Reasonable Accommodations**

They helped level the playing field. Accommodations were proposed by myself and the Disability officer and helped compensate for difficulties

If I was at a meeting I would have a central seat so I could see everyone and lip read. I got a special stethoscope, and there was flexibility while I awaited that stethoscope

I use a sign language interpreter and in College I use a note taker. Communication in the workplace will be difficult. I will need to use technology and will need to devise strategies for this. This has been discussed a length this year. A big company may be better able to supply these supports.

### **Support offered by stakeholders**

The team were flexible and always met me at times that suited me.

The support was good. The fact that I had a dissertation and academic pressure was always taken into account.

I was given the right amount of pressure regarding transition over the year. I was given reminders to act on my transition plan, but the team stepped back when I was busy and stressed with my dissertation, which was very helpful.

### **Feeling of involvement**

We developed the plans together. I was never just handed a list of actions. I had ownership and it would not have worked without my participation.

The process responded to what I said.

All actions were agreed together. And all the resources I would need are available if needed.

### **Disclosure**

This is an ongoing issue. I am still considering it. How and if I disclose depends on circumstances. I have had a weekend job for the last four years and have never needed to disclose. But this summer I will be changing my medication. The doctor has warned of side effects. So I may need to disclose.

I disclosed in my interview for my internship as there was to be an assessment element that could be affected by my disability. It was no problem and my needs were accommodated.

I will meet that bridge when I come to it. I have been told that I can come back for further support following graduation so when I get my first real job, and have to face disclosure, I will discuss it with the team. My chosen career area values stamina, and my disability causes fatigue, so I will have to be careful about how and when I disclose.

### **Value of pilot as preparation for Career**

I do not yet have a graduate job so to an extent this is speculative. I feel better prepared to apply for graduate jobs and more aware of my choices.

**It focused my mind. Transition planning can be easy to put off. It has given me more job seeking tools and I have more avenues to pursue after graduation.**

**It has helped clarify my career choice and helped me understand how the world of work, and the pursuit of a masters will differ from my experience in third level.**

### **Skills Development**

**I have improved interview skills and CV writing skills. I can deal with disclosure and can handle career planning.**

It has given me clarity. I know how to manage my disability in the work place now. It has helped me achieve a balance between immediate academic needs and future planning.

I now have more practical knowledge of issues arising when entering employment. I am less panicked about it. It does not seem so traumatic.

### **Appendix 3 – A Selection of Quotes from staff within the TCD Pilot**

**Motivation:** I think the transition from education to employment is the most daunting for students with disabilities. Apart from the fact that it is a very competitive market (and will remain so for the foreseeable future), the disabled student has an even greater persuasion job on their hands to ensure the employer sees them as the best candidate for the job. Accordingly I think the institution has to go beyond the existing level of careers support for such a student.

**Role of Stakeholders:** I knew what my role was, and what that of the other stakeholders were. However, there was flexibility in this role due to the nature of the pilot. It altered when the needs of students demanded it.

**Information:** There were clear explanations of the aim of the project, I knew my role and could see its benefits. I was able to discuss arising issues with others within the project.

**Assessment of needs:** All student needs were taken into account as the pilot was part of a larger scheme and between everything the student was viewed holistically.

**Action plan:** I met students to discuss transition and then we drafted an action plan.

**Students' Aims:** Students were able to steer the direction of the mentoring process based on their aims and goals. It was very student centred.

**Individual student context:** When I first met students we explored their past experience, subjects studied, goals, and the possible impact of their disabilities. This set the context.

**Ethics and Culture:** Generally the student, being in final year, were aware of this. It may be useful if starting to work with students in first year.



**Reasonable Accommodations:** All students went through a needs assessment process and accommodations were subsequently put in place.

**Communication:** The mentors and the Disability Service regularly met and discussed arising issues. There was also good communication with Careers' and GetAhead. Ongoing work is needed to discuss how Employability fits into the whole support framework.

**Skills Development:** At each meeting a number of action points would be added to the transition plan. This helped focus on the skills most needed by each student at that particular time.

It provides a road map. Though time constraints are an issue. Supporting students through their final year is a full time job so that it is hard to make time for the transition too. Some categories of disability need a lot of help with the transition and this needs to begin earlier and needs to be given on a regular basis.

## Appendix 4 – Selection of Quotes from UCC Student Participants

### Motivation for Participation in the Pilot:

1. The Disability Support Service invited me to attend a briefing session relating to the Transition to Employment Project. It was at this event that I decided to participate.
2. I was anxious to develop employment related skills and acquire information on how to begin the process of making the transition to employment so decided to attend a briefing session held by the Disability Support Service. I found the briefing session to be very informative and decided to participate.
3. The opportunity to participate in the Transition to Employment project came at an ideal time for me. I am about to complete my studies in UCC and I am keen to acquire new skills that will assist me to find employment.

### Student Expectations Regarding the Pilot:

1. I expected that if I became a participant in this project, I would meet with an Employment Coach, develop employment related skills such as CV preparation and letter writing. I also expected that if I were to be placed in an employment setting, I would be linked with an Employment Mentor who would help me to adjust to the work environment.
2. I expected that I would receive advice on how to prepare for interviews.. I wanted to meet an Employment Mentor who could assist me to make the transition in to the workplace and assist with disclosure
3. I was hopeful that through participation in the project, I may eventually develop the skills to find employment in an area related to my studies.

## Student Expectations Regarding Academic Responsibilities in Final Year:

1. I had numerous academic commitments to contend with this year. While I wanted to focus on the Transition to Employment, it was very difficult as I had to prioritise deadlines for continuous assessment and examinations. Eventually, I decided that whilst I would participate in the project and meet with the Employment Coach, Aileen O'Driscoll, I would wait until after my final exams to participate in work placement. This was a difficult decision as I really want to begin the employment process but I had too many academic commitments to contend with..
2. My final year has been very difficult for me as I am trying to manage my coursework and also the implications of my disability. I have begun the Transition to Employment process but I feel that this process will be slow for me and will take a number of months to complete. Perhaps when I have finished my course, I will be able to dedicate more time to it.
3. Once I have completed my course and all academic responsibilities, I will be able to engage in this process and hopefully develop the skills to make a successful transition to employment.

## Student Expectations Regarding their Career:

1. I am concerned that due to the economic climate in this country (Ireland), it will be difficult to find employment in my chosen area. I am due to complete my degree in Social Science and wish to work in the voluntary sector but employment opportunities at the moment are minimal. However, I feel that the skills I have acquired through my participation in this project will assist me,
2. I am hopeful that I will complete my degree successfully and make a successful transition to employment. This project has been a really worthwhile

experience and I have learned a lot about the importance of good communication skills and self presentation skills as part of the process.

1. I have learned so much through participation in this project. Prior to becoming involved in the project, I did not realise that there are opportunities out there to meet with an Employment Coach or to receive employment mentoring. The information provided to me on employment through the Disability Support Service has proved really beneficial. I have learned so much from fellow participant's also through attendance at workshops and events held by the DSS.
2. Information provided on employment throughout the Transition to Employment project was accessible and easy to understand. I also found that attending events where you could talk to other participant's really useful. It gave me an opportunity to look at the transition process in a way that I had not before. I am now more focused on acquiring new skills and securing employment.
3. I found information pertaining to employment for people with disabilities particularly useful. It is not often that one can access information relating to issues of disclosure and reasonable accommodations so I found this particularly useful.

### **Relationship with Others in the Project:**

1. I found all stakeholders to be really supportive, particularly my Employment Mentor. She has knowledge of disability issues and was able to advise me on approaches to disclosure as well as the culture of the work environment and what was expected of me. I also found the Disability Support Service to be very supportive. If I had any queries, I could contact the University Counsellor or the Disability Support Officer.

2. I found all parties involved in the project to be very supportive. I had regular meetings with the Disability Support Service and my Employment mentor, where any queries I had were always answered.
3. Everyone involved in the project was helpful and communicated well with me. As I am blind every effort was made to make the information accessible for me.

### **The Nine Dimensions of Assessment – The Holistic Approach:**

1. I think that this approach is so beneficial. It takes all aspects of the student's life in to consideration. It's not just taking my studies or my career in to consideration but my lifestyle, interests and hobbies as well. The whole person is taken in to account and I really liked that aspect of the project.
2. This is such a holistic approach to employment and one that I have not experienced before. It takes aspects of my life in to consideration that I had not thought about or realised were related to the transition to employment process at all.

### **The Action Plan:**

1. The Disability Support Service and my Employment Coach assisted me with the development of a Transition Plan. This proved so useful as I had not put thought in to what I needed to do in order to make the transition to employment once my studies are complete. Now I feel that I have a proper plan in place and that it will be so much easier for me to make that transition.
2. I was fully involved in the development of the Transition Plan. I felt that I was fully in control of the steps that were necessary for me to take in order to put the transition to employment process in motion.

3. The Disability Support Service and my Employment Coach explained that a plan would be implemented to assist me to make a successful transition to employment. Organisational skills would not be my strongest point so I found this very useful. I was delighted that I was fully involved in this process.

### **Information on Employment Opportunities:**

1. I had many meetings with my Employment Coach, Aileen O'Driscoll. She worked with me to clarify my career goals and provided me with information on employment opportunities that were of interest to me in my field of study .
  2. The opportunity to meet regularly with an employment coach who worked with me in a mentoring capacity was the most significant part of this project for me. I am a wheel chair user with profound disability and this was a new experience for me.
  3. I realise that obtaining employment will be difficult, especially due to the current economic climate but I am now more positive as I have become more confident in myself due to involvement in the project.
1. This information was useful but some of it was self-explanatory and I was aware of most of it from previous work experience.
  2. I have worked in a number of law firms previously and so I was well aware of the ethics and culture issues in various work environments.
  3. I didn't need to go in to great detail on this issue. I understand the variances in ethics and culture of different work environments.

### **Reasonable Accommodations:**

1. Reasonable Accommodations were provided to me as I have a physical disability and would require assistance in the work environment. The



organisation was very helpful. My Employment Mentor spoke to me about what accommodations I may require and then everything was put in place.

2. I am now aware of the reasonable Accommodations I will need in the workplace. I have a significant vision impairment. I will require mobility training, alternative formats for printed documents and maybe some assistance with tasks.
3. I have been reassured that once I begin employment, Reasonable Accommodations will be put in place for me. My Employment Coach has spoken to my Employment Mentor and has advised the organisation about grants that are available for the implementation of Reasonable Accommodations for me. I do not anticipate any difficulties with this provision.

### **Support Offered by Stakeholders:**

1. I found all stakeholders to be supportive within their respective roles. The Disability Support Service was always on hand to assist me with queries and the Employment Coach was a fantastic support to me. I have yet to meet my Employment Mentor but I anticipate that they will be equally supportive to me.
2. All stakeholders were completely supportive to me. The Disability Support Service ensured that Employment Mentors were carefully linked with students. Therefore, I found experience in an area of employment that I would like to pursue in to the future.

### **Feeling of Involvement:**

1. I felt fully involved in the Transition to Employment project. My ideas and opinions were taken in to consideration at all times.

2. My involvement in this project was always of paramount importance to the Disability Support Service. I was encouraged to provide information and ideas and to input in to my Transition Plan.
3. I always felt fully involved in this project. I enjoyed meeting with other participant's at events held by the Disability Support Service as I could discuss ideas and find out information. I was encouraged at all times to attend events and provide an input in to my Transition Plan and Road Map.

### Disclosure:

1. Disclosure of my disability is an issue of huge concern to me. I was unsure how to broach the subject with an employer or how it may be received. I have a hidden disability and an employer may not realise. I was concerned that if I did not disclose my condition and ran in to difficulties further down the line that it may be very problematic for me. After speaking to the Employment Coach and the Disability Support Officer, I now have a better understanding of how to approach this issue and they have allayed many of my concerns. We discussed disclosure in detail.
2. I am a wheelchair user so will have to disclose my disability as it will be necessary for an employer to put reasonable accommodations in place. This is an issue that I am relatively confident about and do not anticipate any difficulties.
3. I have decided not to disclose my disability to my employer. I have spoken to my Employment Coach about this in great detail and have decided that it will not impact on my work for now. If that changes, I will reconsider disclosing my condition.

## Value of Pilot as Preparation for Career:

1. I have found the Transition to Employment project to be a really beneficial experience. However, the project should be introduced in first year as I found it stressful to keep appointments with the workload I had in my final year
2. Participation in this project has been a positive experience for me. I have found that it has demystified the transition process and I have a proper plan in place. I now know what I need to do and how to pursue the search for employment. Participation in the project means that I am no longer fearful about leaving higher level education and moving on to the work environment.
3. I am so glad that I decided to participate in the Transition to Employment project. It has benefited me in so many ways. I have acquired new skills and have gained experience in an organisation of my choice. My CV is now more substantial and I feel ready to enter full time employment.

## Skills Development:

1. I have acquired a number of new skills through participation in the project. I have developed my CV, practiced interview techniques and am able to correctly complete letters of application. I was unaware of how to do any of this prior to participation in the project.
2. Through participation in the Transition to Employment project, I have learned a number of new skills. My Employment Mentor worked with me to develop my confidence and self presentation skills. This has been great and I now feel more positive about my future.

## Appendix 5 – A Selection of Quotes from Staff within the UCC Pilot

### Motivation:

I was eager to see how the employability context could be built into the assessment process of the student. As staff persons working with students with high end needs we are conscious of the challenges these students face in accessing employment and hence hope this project improves their options for employment. The Disability Support Service in U.C.C. will include the context of employment in to all future Needs Assessments for students with disabilities.

### Perception of the Usefulness of the Project:

The project's focus on building employability into the assessment of the student's needs is excellent. The Service in U.C.C. has benefited from adapting the Aarhus Employability model. The involvement of the Employment Coach from Employability Cork has made a major difference as she focuses on reviewing the Transition Plan and works individually with students building their confidence and personal and interpersonal development skills together with employability skills. These will all assist the student to make a successful transition to employment. The only difficulty that I would envisage is that student's may have to postpone the transition to employment process until after the completion of their final year of study as academic commitments must take priority.

### Role of Stakeholders:

Effective communication was used amongst all stakeholders. There were weekly meeting held between staff of the Disability Support Service and Employability Cork on progress with students. Each student was seen by an Employment Coach on a bi-weekly basis for the mentoring process where the transition plan was monitored and reassessed. Meetings took place between the Disability Support Officer and Disability Advisors also.

Information: We were provided with information pertaining to the roles of all stakeholders. We were given training in the use of the Aarhus Model of Assessment. I worked closely with the Employment Coach who was contracted to work with the designated students within the project. The Employment Coach did the exploration work with each individual student, working on CVs, covering letters, interview techniques etc

### **Assessment of Needs:**

Each student participated in the Needs Assessment process. A holistic approach was taken where the nine dimensions of assessment were taken in to consideration.

### **Action Plan:**

I met with students and the Employment Coach so that the Transition Plan could be formulated in respect of each student. Each student had an input in to their own Transition Plan.

### **Students' Aims:**

Each student provided us with details about their aims and goals. Once this information was provided, students were linked with an Employment Mentor in an area of employment of interest to them. There were great discussions at the group meetings between students and they learned a lot from one another on how to manage the transition to employment phase. Friendships were developed through dialogue.

### **Individual Student Context:**

Each student provides information relevant to their specific background, education, skills and interests. This sets the context for each student and provides a framework for the formulation of the Transition Plan.

## **Ethics and Culture:**

Generally, students indicated that they are aware of the ethics and culture in the work environment. Some students would have prior work experience which meant that they are familiar with this. We did not need to provide too much detail.

## **Reasonable Accommodations:**

The requirement for reasonable accommodations is identified in the Needs Assessment process. If necessary, such supports will be put in place.

## **Communication:**

Effective communication was used amongst all stakeholders. Networks were developed internally in U.C.C. and externally with organisations such as AHEAD and Employability Cork. Regular meetings were held amongst all parties to ensure that students and staff had an opportunity to discuss queries and/or difficulties that may have arisen. Through the project UCC and TCD Disability Services have worked closely and now have developed common KPIs which they have set for their respective services

## **Skills Development:**

Through the use of the Road Map, points were made at each meeting to identify goals that needed to be attained prior to the next meeting. This provided a plan for the student and kept account of skills that were attained or that the student was now proficient in. It also provided an outline of areas that the student needed to work on or required assistance with.



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# ANNEXE 8 : THE ITALIAN REPORT

## UNIVERS'EMPLOI

### ENHANCING EMPLOYMENT OPPORTUNITIES FOR TERTIARY STUDENTS WITH DISABILITIES

#### FINAL NATIONAL REPORT

#### UNIVERSITY OF ROME "FORO ITALICO"

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## 1. INTRODUCTION

This work is divided into four main parts, the first one concerns the legislative, educational policies on inclusion and integration of people with disabilities in society (from education to work), the second one concerns the methodology, the third the experiment and its results, and the fourth part focuses on the recommendations and possible future excursions. Do a part of this work all the enclosures, taken back at the end of the report.

### 1.1. Inclusion and Accesibility at University

In Italy the number of people with disabilities who enroll at the university has gradually increased, aided by the processes of integration and inclusion already in force at school because of the Law 517/77 and the Law 104/1992 “*Legge-quadro per l'assistenza, l'integrazione sociale e i diritti delle persone handicappate.*” gave strategies of educational continuity, recognizing the full right to education and the education of persons with disabilities in all areas of life, without exception. In this regard (art. 14 L.104/92) provides compulsory forms of consultation between teachers of the lower and upper level and the maximum development of the academic experience of the person in all types and grades of school, allowing the compulsory education and facilitating access to university. Forms of systematic approach, starting at least from the first class of secondary school degree are important.

The law 104/92 and the article 13 recognize the education right and the university access predispose in paragraph b that schools and universities should adopt instruments, tools and aids appropriate to the fulfillment of this right, providing appropriate actions to both the needs of the person and to the peculiarities of the individual study plan (paragraph c), instructing professionals and interpreters to facilitate the attendance of deaf students, ensuring also that all students enrolled in universities and teaching specific technical aids, and the support of appropriate specialized tutoring services, set up by the universities within the limits of its budget and resources for this purpose. The Art 16 also says that universities should establish a teacher appointed by the rector responsible for coordinating, monitoring and support of all

the initiatives for integration within the university. This law paves the way for a total integration, having among its objectives the integration of people with disabilities.

The enrolment of persons with disability at Higher Education has growing, particularly, from the public law n. 17 of 28<sup>th</sup> February 1999, which integrate de law n. 104/92, reiterating a policy of attention and inclusion in all areas of life and in all age groups, introducing specific funding in the state budget for the integration of students with disabilities in universities.

This movement was anticipated in the Nineties by a series of meetings, discussions, national and international conferences that have seen the presence of delegated representatives of the rector, involving universities, ministry and the delegates Prof. Lucia de Anna and Prof. Edoardo Arslan in order to implement processes of pedagogical accommodation based for students with disabilities.

This commitment has enabled the birth of CNUDD – “Conferenza Nazionale Universitaria dei Delegati per la Disabilità”, at the National Conference of Rectors CRUI in early 2001<sup>35</sup> with the intent to emanate a common trends in the various educational, psychological and medical that still characterize the different services implemented.

Thanks to policies towards the schools and universities since 2000 there has been a growing trend. For the academic year 2000-01 till the academic year 2007-08, students with disabilities increased from 4,813 to 12,403 members. The CINECA - Interuniversity Italian Consortium shows enrollment of tertiary students with disabilities has increased At from 5,414 in 1999 to 15,884 in Academic Year 2009/2010. (Source: MUR-CINECA, 2008). In the statistics of Ministry of Education-Cineca state university students are considered disabled if they have a certificate of disability greater than 66%. These disabled students are divided into six main areas: blindness and visual impairment, deafness and hearing impairments, dyslexia and language difficulties, permanent and temporary disabilities, mental difficulties, and other.

The distribution by the type of disability shows that students with disabilities have the largest percentage (27.5%) of registered disabled people in the academic year 2006-07, while lower percentages are found in cases of students with mental difficulties (3, 5%) and dyslexia (0.9%) (MUR-CINECA, 2007). As reported in the table.

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<sup>35</sup> Among the intentions of CNUDD to occupation, will be given particular attention both to the itineraries of connection with internships experiences aimed at job placement, using also specific rules of Public Law n 68/99 on job placement, regarding the followed phase of guidance and chose of workplace in connection with training course held at the University.

**Serie storica degli studenti con disabilità iscritti all'Università statale per tipologia di disabilità. Valori assoluti.**

Tipologia disabilità	Anno accademico					
	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Cecità	567	677	713	764	823	945
Sordità	368	449	470	542	567	630
Dislessia	95	92	63	68	47	107
Disabilità motorie	1.837	2.302	2.601	2.814	2.871	3.132
Difficoltà mentali	134	207	249	290	326	401
Altro	2.946	3.253	3.970	4.656	5.492	6.192
<b>Totale</b>	<b>5.947</b>	<b>6.980</b>	<b>8.066</b>	<b>9.134</b>	<b>10.126</b>	<b>11.407</b>

The data in our possession show the distribution throughout the country, as evident in the tables below for both the regional breakdown and national percentage.

Banca Dati MIUR-CINECA (Ministero dell'Istruzione, dell'Università e della Ricerca - Consorzio Interuniversitario)

**Studenti con disabilità iscritti all'Università statale per regione. Valori assoluti e valori per 1.000 iscritti. A.a. 2007-08.**

Regione	Valori assoluti	Valori per 1.000 iscritti
Piemonte	460	5,0
Lombardia	970	4,2
Trentino Alto-Adige	112	6,0
Veneto	607	5,7
Friuli-Venezia Giulia	270	8,0
Liguria	330	9,5
Emilia-Romagna	1.230	8,9
Toscana	1.012	8,3
Umbria	196	6,2
Marche	207	4,6



Lazio	2.001	8,9
Abruzzo	356	6,0
Molise	67	7,1
Campania	1.132	6,3
Puglia	945	9,7
Basilicata	74	9,3
Calabria	425	8,1
Sicilia	1.259	8,7
Sardegna	750	16,7
<b>Italia</b>	<b>12.403</b>	<b>7,4</b>

**Studenti con disabilità iscritti all'Università statale per ripartizione geografica. Valori assoluti e valori per 1.000 iscritti. A.a. 2007-08.**

Ripartizione geografica	Valori assoluti	Valori per 1.000 iscritti
Nord	3.979	6,1
Centro	3.416	8,0
Sud	2.999	7,4
Isole	2.009	10,6
<b>Italia</b>	<b>12.403</b>	<b>7,4</b>

Students with disabilities prefer to enroll in Humanities (19.7%), in Law (13.6) and a small percentage in Physics, Statistics and Veterinary Medicine

**Studenti con disabilità iscritti all'Università statale per facoltà. Valori assoluti e valori percentuali. A.a. 2007-08.**

Facoltà	Valori assoluti	Valori percentuali
Agraria	172	1,4

Architettura	284	2,3
Economia	1.082	8,7
Farmacia	257	2,1
Giurisprudenza	1.693	13,6
Ingegneria	889	7,0
Lettere e filosofia	2.448	19,7
Lingue e lettere straniere	330	2,7
Medicina e chirurgia	790	6,4
Medicina veterinaria	82	0,7
Psicologia	435	3,5
Scienze della comunicazione	102	0,8
Scienze della formazione	1.151	9,3
Scienze matematiche, fisiche e naturali	980	7,9
Scienze politiche	1.018	8,2
Scienze statistiche	28	0,2
Sociologia	134	1,1
Altre facoltà	528	4,3
<b>Totale</b>	<b>12.403</b>	<b>100,0</b>

## 1.2. Legal Frame – Inclusion at World of Work

This reality has revealed the need to implement, in a more target way, policies on occupation of persons with disabilities, bringing also the emanation of Public Law n. 68 of 12<sup>th</sup> March 1999 “Norme per il diritto al lavoro dei disabili”, promoting a better educational, management and structural organization, within the university to create a solid life plan of students with disabilities.

The Law determines that the public and private employers with more than 14 employees are required to recruit more workers with disabilities second set quotas:

15-35 employees	1 worker with disability (only in the case of newly recruited)
36-50	2 workers with disabilities
>50	7%

In an innovative context, this law adopts techniques, tools and support services which allow an adequate evaluation of the persons with disabilities in order to match their profile, needs and competences with a specific opportunity of work (art. 2 L. 68/99 “Collocamento mirato”). This Law says that the employment of people with disabilities is defined as the set of technical tools and support that enable a proper assessment of people with disabilities in their ability to work and put them in the appropriate place, through analysis of jobs, forms of support, positive actions and solutions of problems associated with the environment, tools and interpersonal relationships at work and with others. Law 68 has the merit to focus attention not on disability, but on the working ability of the person as a direct expression of the possibility of overcoming the critical situations, through specific measures, such as orientation, coaching, elimination of barriers and the use of technical means. The placement is "targeted" because it must allow people to find not any job at any price, but a place that allows them to develop and use their work skills "(Bombelli, Finzi, 2008).

The principle states a long-term planning for persons with disabilities, which should be considered as an integral part of the context and, when necessary, put in practice a positive action to solve problems associated with environments, tools and interpersonal relationships at workplace, in order to recognize the skills and capacities of the person into a productive and inclusive environment.

Specifically about students with disabilities at the Universities, this law has based the CNUDD’s Guideline which has dedicated one whole chapter on their professional guidance. Among the elements, is highlighted the importance of the network between the support centre, careers services and territory.

These elements are all taken up in the article 27 "Labor and Employment" of the UN Convention on the Rights of Persons with Disabilities (New York, 2006), ratified

by Italian Law no. 18 of 3 March 2009 that states that "the Party States recognize the right to work of persons with disabilities, on an equal basis with others, in particular the right to gain a living by work freely chosen or accepted in a labor market and in the open work environment, inclusive and accessible to persons with disabilities. It is also important to give people with disabilities an effective access to general technical and professional orientation, placement services and continuing training; promote the employment of persons with disabilities in the private sectors through appropriate policies and measures, which may include action programs against discrimination, incentives and other measures. Promote the acquisition by persons with disabilities of work experience in the labor market and promote orientation programs and professional rehabilitation, job retention and return-to-work programs for persons with disabilities. And sometimes it is possible to use the "reasonable accommodation."

During the transfer of the Danish model we kept in mind these recommendations, which are already common practice in our country, inspiring university and working initiatives.

The Univers'Emploi project was absolutely important to enhance this networks, tools, support services and techniques, supported by our legislation, in order to guide tertiary students with disabilities towards the employment.

### 1.3. Epistemological Frame

Our workgroup dealing with the experimentation of Leonardo Project took the Special Education as starting point, epistemological framework and theoretical background and from this point of view has decided to focus attention not only students with disabilities, but at educational, professional and social context, surrounding the same students.

A Special Education that don't has the meaning, as it often is confused abroad, to intervene in special environments, but a Special Education that takes its meaning in providing appropriate responses to needs when they arise. The tools and strategies that are put in place are not strictly related to the type of disability, but at the situations of disability to minimize the negative effects. The intervention of Special Education has an impact not only on the person with disabilities, but also on the environment and the people who live and work in that context.

This approach clarifies that one of the main points of the Support Centre is raising the awareness of teachers and the cooperation of partners in the teaching-learning processes, in terms of inclusion and integration.

This means that Italy, in conducting its analysis has not focused exclusively on the academic needs of people with special educational needs, but it is focused, through the work of support centre, in building a helping and supportive relationship in pedagogical sense (Canevaro, Chiergatti 1999, Montuschi 2002). A relationship, ie, that allows students with disabilities to grow, to detach, creating, in the margins possible, their independent way of life. In fact, the helping relationship is non-addictive, but create synergistic alliances to grow to the best of own possibilities.

For these reasons, the Support Centre have developed mentoring to peers (peer tutoring) for develop processes of inclusion and integration, respect for autonomy and implementation of capacity.<sup>36</sup>

Family, in Italy, is an additional and important actor to promote the occupation of persons with disabilities. Through an effective alliance between the counsellor and family, is possible to promote a complementary guidance (Mura, 2005), which consent to have further information about the competences and difficulties of the student in order to build a realistic and well-planned path.

In this context, emerge the contribution of Special Education, on integration and inclusion, to spread common practices in which the activities are not directed only to students with disabilities, but extend to the educational context, among teachers, the collaboration of colleagues, the active role of the family to respond adequately to the needs of students in their teaching-learning process, and specifically, in their plan of life in general.

We have highlighted the “pedagogical bio-psico-social approach” of our practices of inclusion, calling its foundations the ICF (2001) and the UN Convention on Rights of Persons with Disabilities (2006).

Italian workgroup, also, has take into account individual aspects according to educational, professional and social context.

In the Italian context, there is a difference with the Danish model about “capability approach” and the need to go beyond the mere concept of “capacity” and to promote an educational program based exclusively on it, because it might exclude many people. It is an element that we keep in mind to apply the model in our country.

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<sup>36</sup> In our experimentation, this was evident, for example, in some cases in which in addition to the Mentor company has used a peer Tutor (Angelo Mauri: Massimiliano-Messina-Di Nicola).

It is interesting to recall, in this prospective, the lesson of Sen, that through an economical, social and personal welfare thesis, formulates a theory in the volume *Commodities and Capabilities* (Sen, 1985, 2009), which focuses not on the shortcomings of people, but on what they can do and be, in opposition to an affluent society that requires perfection and standards. In this approach the “capacity” should be understood as an opportunity and an incentive to be able to do what you can do, in a constant tension to your welfare. That is because it focuses on the functioning of people in interaction with contextual and environmental, personal and educational factors, which interaction gives to the person the skills to work (on multi-level), to make choices, to co-build with others, enabling a contextual and human resources, that engages all in a inclusion process that the Italian model has always been inspired by and seeks to achieve, since the seventies in education and training.

Our work group proceeded to a rereading of the pedagogical Model of Aarhus, clarifying the points of convergence, as well as differentiation of identity in relation to our history of integration processes. Is important to refer to the reports previously submitted during the project, publications, news, as well as the scientific literature published in Italy and abroad, especially in France, and the report conference (slide) submitted by Italian coordinator, Prof. Lucia de Anna for the launch of the project (Paris, December, 2010). Among the points of contact we highlighted the concept of "Student as Student", understood as a research and an evaluating of the person in terms of identity, autonomy, capacity to choose and self-orientation. Among the points of differentiation we highlighted the aspects that concern education, distribution and organization of different roles (Student, tutor, counsellor, Family, Enterprise).

The project, while starting from the objectives proposed for the realization of common guidelines at European level with the recognition of the diversity emerging from different national integration paths, has focused on enhancing existing services in the universities involved, primarily at the "Foro Italico" taking advantage of existing skills and to enable more time creating links with local area networks (Lazio) and national liaison with several Italian universities and the CNUDD, creating a circular of information for dissemination of project drawing on and enhancing databases and developing trials of training activities aimed. We, moreover, created an implementation system at the same time giving continuity to the efforts to develop next steps to be considered as new starting points for every single experience and enhancing the whole of projects involved, not just a simple professional deterministic collocation, uniquely committed.



#### 1.4. Initiatives to promote employment of Tertiary student with disability in Italy

In Italy, some initiatives are active in the universities to promote the employment of tertiary students with disabilities. For example, we recall some of these initiatives spread throughout all regions of North, Central and Southern of the Peninsula in order to apply, initially, a “Questionnaire for the Italian universities, which allowed us to know and understand better the framework of each partner involved in the project.:

1) In Lombardia, for example, the data given by Match Project of Milan’s Province, which aims provide job opportunities for persons with disabilities, shows that from 6,633 people with disabilities (3618 men, 3015 women) between 18 and 65 years old, only 2.2% holds a Bachelor's degree<sup>37</sup>. To respond that context, was build a network calls “Coordination of Lombardians Universities to Disability – CALD” which promotes the CALD-jobs project and, at the Polytechnic of Milan, there is the “MultiChancePoliTeam” project.

2) In Emilia Romagna, at the University of Parma, is on the project “Promuovere l’inserimento professionale di laureati e/o specializzati che potenzialmente presentano difficoltà di avviamento lavorativo e/o professionale a seguito di disabilità o invalidità”;

3) In Lazio, the University of Rome “Foro Italico”, “Roma Tre”, “Tor Vergata”, “La Sapienza” and “Cassino” promotes the bridge between the University and world of work through projects such as SOUL (University Sistem Work Guidance) and Alma Laurea<sup>38</sup>.

4) In Sicily, at the University of Messina, is need to report the creation of C.A.R.E.C.I. - Centro Attrazione Risorse Esterne e Creazione d’Impresa.

Alongside the University projects, people with disabilities may rely on the services of the municipalities: USL (Local Unit for the Health) which is very related to territories and a series of private associations, such as SIL (Professional Services), the UOIL (Operating Unit Working Insertions), Employment Mediation Agencies, Associations of persons with disabilities.

These services evaluate the resources and capabilities of person in the labour market, through individual interviews, in real situation and trough training experiences.

<sup>37</sup> R. Bolchini, G. Mazzonis, G. Noris, *Il Match: un programma informatico per l’incontro della domanda e dell’offerta di lavoro delle persone disabili*, in “Professionalità”, 2/2000, pp. 37-43.

<sup>38</sup> Details on: <http://www.uniroma1.it/>; <http://www.uniroma2.it/>; <http://www.uniroma3.it/>; <http://www.uniroma4.it/>; <http://www.unicas.it/>.

In this general framework of cooperation between the actors of the integration process (university, families, services, students), it becomes a fundamental guidance principle of mentioned laws, namely, the importance of targeted employment, defined as a set of technical tools and support that allow to a properly assessment of persons with disability in their work skills and put them in the appropriate place, through the analysis of the workplace, forms of support, positive action and solutions to problems associated with the environments, tools and relationships on workplaces and society.

At the beginning of the project, Prof. Lucia de Anna have formed a research team composed of teachers, researchers, technicians and staff of the Laboratory of Special Education (Leonardo Santos Amancio Cabral, Angela Magnanini, Marta Sanchez Utgé, Tullio Zirini, Mauro Carboni, Pasquale Moliterni, Paola Di Lorenzo), with the task of analyzing the project, modify it according to the Italian context, deciding the implementation phases of the experimentation.

## 2. METHODOLOGY

### 2.1. Transference of Aarhus model to Italian context:

Prior the implementation of Univers'Emploi project, at University of Rome "Foro Italico" there was a schedule which attempts to have the whole information about the student.

All data are recording and correlated with the enrolment's number of the student, to respond the privacy law.

The mode of admission to our university provides places for students with disabilities. In order to access to these places an applicant has to prepare an application form and attach medical documents that certify the degree of disability. This information is sent to the office of the specialized tutoring that according to special needs cooperate with the agencies responsible for the admission tests in order to make them accessible. Therefore, the office has all the necessary information about the student, and it is also customary to meet with students and family even before the enrollment in order to organize the route and technical devices and support.

These information is necessary in order to activate the support services (assistive technology, interpreters, peer tutoring, etc.). According to the Public Law 17/99 - And Also to identify the potentialities and needs of the students.

Together with tutoring service there is also Stage office and job placement office that are responsible for Stage and jobs offers for all students with an inclusive governance. The "Stage Office and Job Placement" have tools which aims put together information about the enterprise / school / association / firm in order to match the aims, structure and support of these Institutions with the profile of the student.

The Career Center ", prior the project "Univers'Emploi" take into account the competences, aims and needs of all students, not just for those who have a disability, in order to match their profile with the workplace. Those situations in which the student has some disability or special needs, the Career Center works together the Disability Support Center in order to follow the student towards their professional experience.

The job placement request all the students to give the CV and a cover letter, they prefer the European model of CV in order to have "the comparable information on students". As far as companies are concerned there is a profile of the type of society, activities and professionals involved.

In whole Italy, there are several initiatives on academic and professional guidance of tertiary students with disabilities. However, Italian workgroup belief, as de Anna studies, that a way to progress is to look at other countries, observe different cultures and organizational structures and come back to the own situation with new eyes.

Motivated by this perspective, Italian workgroup has considerate the Aarhus University's model as a good practice to be put in discussion. However, transfer that model to a different context and system, which have a long history of practices in this field, was a very significant action and it should be done carefully, with reasonable flexibility, in order to respect each organization, structure and person involved in the "Univers'Emploi" project.

Is not simple to transfer a model, whatever one, especially on academic and professional guidance of people with disability in which we treat directly with their life projects and several other aspects such as barriers, families' expectative, economical and social fields.

Having this in mind, the effort was to respect the aims of the project without bull the aspects of the Italian context in order to build the common methodology within the project.

In the first phase, we organized the italian workgroup and participated to transnational meetings at Suresnes and Aarhus, where we discussed the project and its articulation to determinate the phases of implementation. In addition, we met the initiatives of other partners and presented the Italian policy and organization.

Particularly, in the Transnational Workgroup in Aarhus, we have made a comprehensive analysis on the model of Aarhus, building upon the practices, on the actors involved and on Danish tools that are already kept in practices for the employment of tertiary students with disabilities, in order to improve not only for its implementation in Danish context, but to make it applicable also in the Italian, French and Irish contexts though the comparison of different practices.

In brief we can say that, in the first phase we have been these step of work:

#### a) Italian workgroup's meetings:

- **Debates:** Discussion on Aarhus University's model in order to identify common and different elements respect the Italian context, approach and tools;
- **Involvement of Tertiary Students with disabilities:** in each meeting, was involved ACEMIS' members with disabilities in order to enhance the discussions on Aarhus University's model and on how to respond their needs;
- **Research throughout Italy:** considering the importance of the project and the possibility to adopt the common methodology in Italy, a deep exploration on whole territory, through conferences, interviews, meetings, visitations, websites, was done

in order to know in a national vision, about how the Italian universities are working on academic and professional guidance of tertiary student with disabilities and how the enterprises are organized to receive them;

- **Study:** Inclusion at university and workplace (exploration based on policy and literature).

## b) Transnational meetings

On base of these debates, research and studies, was possible to present, in each transnational meeting, different and common elements respect the Aarhus University's model in order to contribute with the discussions which aimed to build a common methodology of academic and professional guidance.

Italy has actively contributed into these discussions, especially regarding to how to attend each context and about the importance of flexibility on considerate the assessment tools respecting existing practices of the counsellors. In addition, is important to highlight the fact which tertiary students with disabilities has participated in the Transnational Meetings (Aarhus and Dublin) in order to enrich the reflections based on their daily experience and expectative.

Second Phase, initiated by the Transnational Workgroups in Dublin, and followed by Training Session in Strasbourg, regards the planning and implementation of the experimentation, taking into account some specific criteria and procedures for the realization of the research in each country to identify the tertiary students with disabilities, the academic tutor and the firms tutor using the specific tools established.

According to decisions taken in occasion of transnational meetings and videoconferences, the common model was transferred to respecting the Italian context, especially in the follow aspects:

- **Training of counsellors:** initially, each country should to promote a kind of counsellors' training sessions based on Training Session in Strasbourg. However, as in Italy most of them has more than ten years on academic and professional guidance at least, one of the counsellors involved in the project was present at Training Session in Strasbourg, under the supervision of the coordinator of the project in Italy, in order to get all information and discuss with the other Italian

counsellors about how to transfer the model, especially about how to apply the students' assessment tools. These activities were actually “Study and Updating sessions”.

- **Individual meeting with tertiary students with disabilities:** even if the time of the experimentation was too short, we have organized these meetings according to the availability of the students, respecting their individualities, time, distance, etc. These aspects were taken into account because, actually, it is their real daily life and we believe that a validated experimentation should be done respecting this factor.

- **Involvement of the Career Centre:** Aarhus University's model shows the importance of several figures such as counsellor, advisor, etc, but it doesn't define a specific structure at university which could develop the professional guidance, moreover the Disability Support Centre. However, as we believe that the Inclusion's perspective should to be present at whole university context, one of the most important initiatives was to involve the Career Centre within the universities in the professional guidance of tertiary students with disabilities. Then, the professional of these structures, could help the students about how to identify a workplace which responds their expectative and level. In this process, several times were necessary to have further information about the student and these situations were important to reinforce the relation between Career Centre and Disability Support Centre.

- **Collaboration between University and an External Agency – ACEMIS:** Collaborating with the Disability Support Centre and Career Centre, the Association ACEMIS have had a fundamental role in the professional guidance of the tertiary students with disabilities. Specifically, ACEMIS has promoted:

- Meetings with the Head of Specialized Tutoring of the University to get acquainted with the students;
- Meetings about or how to write a CV and Cover letter;
- Sessions or about how to present to a firm;



- Meetings with the student to train him and to prepare him for inclusion in the employment context

- Accompaniment of a student to work during the Stage

The University has promoted:

- The involvement of other Universities in the Project and other students belonging to these Universities,

- The participation of other companies related to the course of study for students

- The learning and education of all members of the project

- The dissemination of the project through the organization of: Transnational Conference of Rome: "La promozione dell'Inserimento Lavorativo degli studenti Universitari con disabilità in Italia, Danimarca, Francia e Irlanda".

This conference was organized, among other aims, to put together most of enterprises, university's counselors and students involved in the project in Italy as a "feedback and upload session" for all. Even as a formative and informative moment.

- Intermediation between university and enterprise to present the aims of the project and to achieve concrete agreements;

- The continuum reference for mentors who wanted to know more about the project, their role, the student and companies.

- Support students to build a professional plan with direct participation of the mentor.

- **Collaboration with Projects within the territory:** our universities have been involved in political events which allow us to build a direct contact with several projects of the territory. As result, the project MATCH promoted by Province of Rome has shared with us their internal main list of 3.500 firms which respect the legal obligatory quote for employment of persons with disability.

Is interesting highlight to show the adaptation of the Danish model be as regards the students than counsellor.

- that Students' needs assessment tool was used in Italy taking into account the 9 dimensions present in the Danish model. During each meeting with the students,

made individually by the counsellor, was possible to identify their competences and needs.

However, according to the orientation made on the Training Session in Strasbourg on 2011, the assessment is progressive and in each time is possible to identify new elements. In this direction, the effort in each meeting was to identify aspects related with academic, professional, social and personal fields of the student (Compare the part Perception of the Students, Appropriation of tools of this Report ).

- that The transferring of the Danish model within the Italian context allows the counsellors engaged at the experimentation to reflect on their own existing tools and practices. Their considerations on the assessment tool were put in discussion in the transnational meetings and videoconferences made during the two years of project's development. According to all counsellors, not only the tools were improved, but also the guidance practices, especially on professional field.

## 2.2. Sensitization on the project:

To apply the experimentation in Italian context was necessary several sensitization practices thought some specific initiatives as:

- Utilization of ***space in institutional websites*** to disseminate the project;
- Promotion of ***discussion about the theme on chats*** of a National Platform (Moodle):an accessible e-learning platform (<http://www.firbreteaccessibile.it/>) was created to host academic disciplines and to be a common and interactive space for discussion on several issues such as Special Education. In order to promote reflections, exchanges of information and academic and professional guidance of tertiary student with disability as well, an special space was added (Progetto Univers'Emploi).

- **Newsletter** about all initiatives of the European Project “Univers’Emploi” (Attached 1, 2 and 3);
- **Folders** witch has presented the aim of the project and the role of each partner (Attached 4);
- **Official Letters** to expose the aims of the project and to invite possible participants (Attached 05, 06, 07, 08 and 09);
- **Calling** several institutions (universities, firms and governmental offices) to ask for collaboration;
- **Meetings** with Rectors, Delegate’s Rectors for disability issues, counselors, responsible for internships and job placement offices, students, governmental offices, responsible for Provence’s projects regarding employment for persons with disabilities, firms and mentors;
- **Conferences** to disseminate the project, to make new agreements and to enforce the collaborations;
- **Questionnaires** to evaluate the Support Center Services and also the initiatives for employment guidance;
- **Initial Interviews** with: a) Delegate’s Rector for disability of several Universities to know their job placement initiatives for students with disability; b) *students with*

*disability* to know their educational and professional experiences; c) *firms*, to know their possibilities and motivation to participate of Univers'Emploi project.

### **2.3. Identification of the Sample: Universities, Counsellors, Students and Mentors**

#### **- Identification of Universities and Counsellors**

In Italy, initially, we decided to identify some universities that represent the three areas of Italy (North, Central and South) to conduct the experiment.

Therefore, we took part in some meetings about inclusion of tertiary student with disabilities (Reggio Emilia, Milano e Rimini) to activate a network of collaboration obtaining a favourable opinion of all universities contacted and the coordinators of CNUDD that was been informed regarding the European project. However, universities have already established projects on the same thematic, which could not be change at this time.

Firstly, we decided to individuate four Universities of Province of Rome : l'Università di Roma "Foro Italico", l'Università degli Studi di Roma "Sapienza", l'Università degli Studi di Roma "Tor Vergata" e l'Università degli Studi di Roma "Tre" and also the University of Cassino, at Lazio region.

All Universities have expressed their support and are been available to collaborate to realize the activities of the project. However we have not found all students which responds the criteria defined by the transnational workgroup, apart the University of Roma Tre, that, therefore, was actively involved in the experimentation.

Secondly, we have had contacted the University of Messina, that is a collaborator institution within University of Rome Foro Italico, to identify other students counsellors and firms.

The University of Messina is very active in the policy between the University and the world of work through an institutional network guaranteed by the special statute of Sicily, which gives you a major autonomy and flexibility.

In each of these universities have been made meetings with the Counsellor to presents the project, based on Aarhus Model as agreed at meeting in Strasbourg, in order to discuss and reflect on as an exchange of practices and approach, and no as a training, considering that each professional adopt the practices according to own context. In total, have

participated four Counsellors (two at University of Rome "Foro Italico", one from University of Roma Tre and one from University of Messina).

It is important to present the Universities involved, their history, organization and services to understand fully in which context, solid and well structured, is part of the testing of the Danish model, highlighting the great work of both Counsellors and services involved that had do in terms of raising awareness, update, reflection, and implementation of new strategies to improve existing work.

#### a) University of Rome "Foro Italico"

The University of Rome "Foro Italico" is the fourth state university of Rome, and is the only Italian university, and one of the few European ones to be dedicated entirely to motor activity and sport. IUSM - University Institute of Motor Sciences (Rome, 1998) itself originates from the transformation of ISEF - State Institute of Physical Education (Rome, 1952) and even before from the Academy of Physical Education founded in 1928.

The University has modern teaching facilities (11 classrooms, 2 computer rooms, 4 language laboratories, 1 specialized library) Sports (10 gyms with modern facilities, two pools, a rowing center on the Tiber) and scientific facilities (more than 20 laboratories and Research centers). It is also equipped with a modern Audiovisual Centre (that prepare independently video materials) and conference rooms where national and international conferences are held. It has about 2000 students. There are courses in Physical Education and Sport (three years - 180 credits) and Master of Science degree in "preventive and adapted physical activities" (two years - 120 credits), "Physical Activity and Health" (two years - 120 credits, European degree), "Sport Management" (two years - 120 credits), "Science and Technology of sport" (two years - 120 credits). Preparation courses for teaching in the secondary school of I and II grades (Annual - 60 credits), Master in "Sport Psychology", "Sport for development, integration and peace", "Ethics, Economics and sport laws". And PhD studies in "Science of sport, exercise and ergonomics", "Culture, Disability and Inclusion: Education and training", "Physical activity and health: biomedical and methodological aspects."

Very active are the following services:

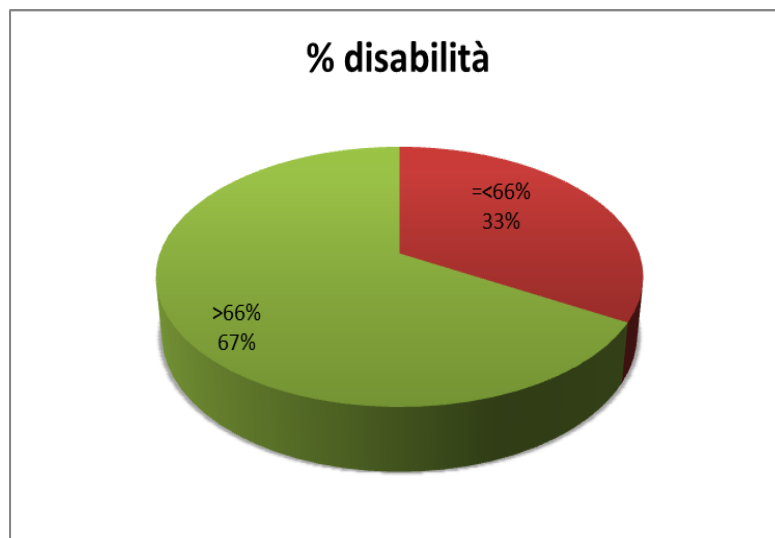
- Orientation and Mentoring to assist students during their study and through a network of connections with the territory and numerous agreements with sport federations and other organizations, facilitates employability, Stages (in Italy and abroad) with the Job Placement Service. Information desk, employment center SOUL that consists in the union of state

universities of Rome and Lazio in order to create links between the world of education and the labor market.

- The specialized tutoring for students with disabilities and students with Specific Learning Disorders (ASD) is in charge of interventions aimed to promote the integration processes, reducing disabilities and difficulties to ensure access and full participation in the life of the university.

At the University of Rome "Foro Italico", there were 33 university students with disabilities, a total of 2,112 students (1.56%).

Ripartizione per tipologia di Disabilità					
Visiva	Uditiva	Dislessia e difficoltà di linguaggio	Motoria	Cognitiva Psichica	Altro
5	10	2	7	2	9
Ripartizione per grado di invalidità					
= < 66%			> 66%		
11			22		



#### b) University ROMA TRE

The University of Roma Tre was founded in 1992 and has forty thousand students.

There are 8 Faculties (Architecture, Economics "Federico Caffè", Law, Engineering, Humanities, Education Sciences, Mathematical, Physical and Natural Sciences, Political Science) and 32 departments offering courses in Bachelor / Master Degree, Master , Educational Courses, PhD, Doctoral Schools and Schools of specialization.



Implementation of the new educational provision, defined according to the needs of the labor market in European and international dimension, Roma Tre offers programs that achieve high levels of specialization and professional preparation. Among the services it is useful to remember:

- The Job Placement Office that arises from the need of the University to take part in the work assigned by the Law 30/2003. It is important to respond to the demand with a job offer through the web publication of job opportunities and the promotion of a number of initiatives such as business presentations in conjunction with the Faculties of the University, thematic seminars and career days. From July 2008, the job placement office offers its students and graduates a real opportunity to enter the world of work through the new platform [www.job soul.it](http://www.job soul.it).

- - The Office for Students with Disabilities which provides and coordinates the services for students with disabilities in order to facilitate the university attendance, in reference to the specific needs of each one. To request the services, a student must first register and then proceed to the demands. Applications received will be satisfied within the limits of available resources and time necessary for technical operations. The services offered are: Accompaniment, Human Services, Transportation, Interpreting of the Italian Sign Language (LIS); Stenotyping - subtitling service, accessible teaching materials, support in communication; tutoring and study support.

There were 726 students with disabilities registered by the Office of the University Roma Tre by 16 March 2010. The following table gives the number of enrollment in the period 2007-2010 (for the years prior to 2010 the figures refer to December 31).

<b>ANNO</b>	<b>Iscritti</b>	<b>Variatione Percentuale (Anno precedente)</b>
<b>2007</b>	656	-
<b>2008</b>	610	-7,0
<b>2009</b>	674	+10,5
<b>2010</b>	726	+7,7

As you can see, except for the change from 2007 to 2008, the number of members has grown, reaching in the last two years around seven hundred units. The following table shows, for the year 2010 (again with reference to 16 March) the distribution of students by the faculty and by the type of disability. More than 66% of the members are concentrated in the two faculties of Humanities and Education Sciences. Approximately 45% of the disability is not

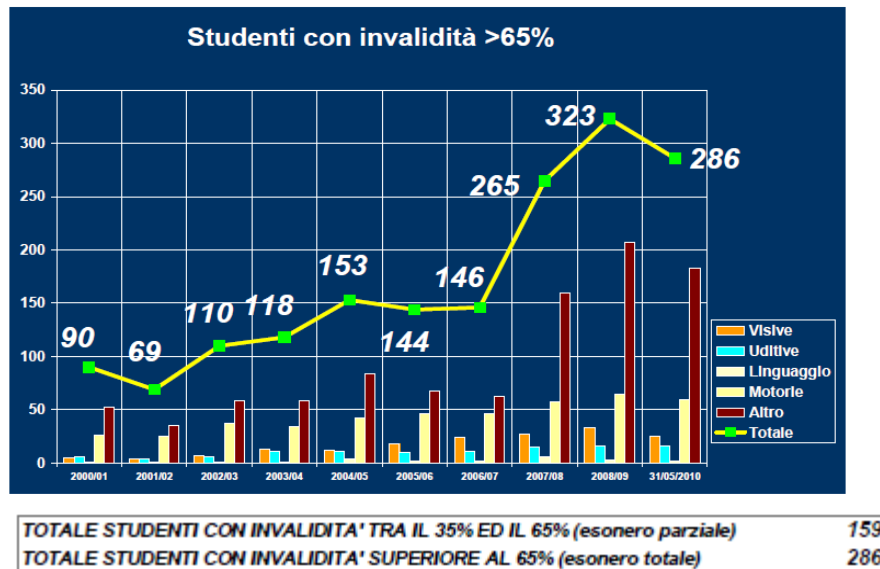
reached (NP), because the students at the time of enrollment, have declared that they have a disability, but didn't specify it, and 39% chose type Other, while among the remaining types that prevail are the following motor (7.11%) and visual (3.91%).

### 3) University of Messina

The Universitas Studiorum of the fifteenth century has a great story and old dated cultural and educational tradition. After the foundation of a school of law at the end of the thirteenth century and the establishment of a famous Greek school in the fifteenth century, the local Universitas Studiorum of the Pope Paul III was established businesses in November 1598. The UniMe includes ten Faculties Economics, Pharmacy, Law, Engineering, Humanities, Medicine and Surgery, Veterinary Medicine, Science Education, Sciences, Political Science, covering the widest range of Disciplines, and is located in different parts of the town. The University of Messina also offers an intensive post-graduate education, which is guaranteed by: Schools of specialization, PhD in all scientific areas, post-PhD grands, master courses and specialization courses. Participation in the inter-university and international collaborations, counting on international master and doctoral degrees, as well as a significant presence of international student mobility projects.

The University of Messina has launched a series of initiatives, both in terms of the orientation with the Orientation Centre and Tutor system of the University, as well as initiatives included in the terms of "specialized tutoring", consisting in activities and services to guarantee the inclusion of students with disabilities in university life and support the student in the removal of conditions and situations that do not allow them to have equal opportunities for study. The University Office for students with disabilities is the structure that coordinates and takes care of all the organizational and administrative services of specialized tutoring. It provides technical support organization for professors of the Faculty for the eventual preparation of individualized study plans and to carry out the tests for examinations; coordinates and controls the activities of part-time students who carry the service of peer tutoring; coordinates the activities of counseling and support social welfare, coordinates and monitors the performance of the transport service free of charge. There are also peer tutoring activities carried out by part-time students who participate in the selection for "Part time work with students with disabilities", for a maximum of 150 hours. The sharing of educational activities between the disabled student and part-time student promotes the effectiveness of this type of intervention (exchange of notes, common study of the texts, discussion of topics of common interest, support the use of computer tools, recording texts on digital media); Senior Tutor activities to support individual study already provided as part

of services for general students. In this way tutors selected in accordance with the procedures laid down by the regulations of the University for mentoring, are joined by the Teacher in charge of each Faculty; activities Interpretation of Italian Sign Language (LIS) to facilitate learning and the frequency of hearing-impaired students.



### - Individuation of the students

We have been organized, also, for the identification of students with disabilities to each university, taking into account the criteria established within the Transnational meetings, and of the criteria laid down by Italian Public Law n. 68 of 1999 (People with physical disabilities, mental and sensory disabled people with reduced intellectual capacity more than 45%; People with disability more than 33%, in cause of work accidents; Blind or deaf; Persons with disability by war or service) in order to apply to them the tools, adapting it to the Italian context.

In Italy, initially, 44 students were contacted and a first interview was done. 27 agreed to participate of the project. Most of those that didn't agree have justified that have no time for the exams or didn't have interest on professional guidance by that moment. Then, when the assessment starts, 9 students left. In agreement with University of Messina, we have interviewed 7 students and 2 students from that University agreed to participate in the project. So, 20 students in total.

Within national experimentation, the sample is composed by 20 students with an academic background in the field of Motor sciences or with a humanistic academic background (Pedagogy and Educational and Political Sciences, Arts and Entertainment) and

Exact Sciences (Economy), which are enrolled at University of Rome “Foro Italico, University of Rome “Tre” and University of Messina. All participants are enrolled in the final year of bachelor’s degree or they are in the second year of master’s degree, in accordance with the general directions of research, with an almost equal split between males and females.

The criteria for selection of the sample were all applied, it should also be noted that in some cases there were students during the two years of the project have graduated, this has required additional updates to search for other students, while maintaining the involvement of some of those graduates in the project, and this has resulted in more work time.

1. Characteristics of the Students
Number of male/female students
10 female (50%) 10 male (50%)
Number of students X age (or age brackets)
Total Media: 30,05 years old 20 – 25: 4 (20%) 26 – 30: 5 (25%) 31 – 35: 8 (40%) 36 – 40: 3 (15%)
Number of students X disability categories
Physical: 10 (50%) Sensorial (Visual): 2 (10%) Sensorial (Deafness): 6 (30%) Sensorial (Visual and Deafness): 1 (5%) Medical: 1 (5%)
Number of students X field of study
Sport Sciences: 10 (50%) Pedagogy: 4 (20%) Cinema: 3 (15%) Political Sciences: 1(5%) Letters: 1 (5%) Economy: 1 (5%)

Number of students X Level of study
Three-year degree: 10 (50%) Higher degree: 10 (50%)
Number of students X types of academic needs
Physical: 10 (50%)
Accompaniment: 2 (20%) Physical Accessibility: 10 (100%) Transport: 06 (60%) Assistive Technology: 04 (40%) Counseling: 05 (50%) Advisory: 03 (30%) Coaching: 10 (100%) Added Time / Modified Exams: 6 (60%)
Sensorial (Visual): 2 (10%)
Peer Tutoring: 2 (100%) Assistive Technology: 2 (100%) Physical Accessibility: 2 (100%) Counseling: 01 (50%) Coaching: 02 (100%) Added Time / Modified Exams: 2 (100%)
Sensorial (Deafness): 6 (30%)
Peer Tutoring: 5 (83,33%) Assistive Technology: 2 (33,33%) Sign Language Interpreters: 6 (100%) Counseling: 03 (50%) Coaching: 06 (100%) Added Time / Modified Exams: 6 (100%)
Sensorial (Visual and Deafness): 1 (5%)
Peer Tutoring: 1 (100%) Assistive Technology: 1 (100%) Sign Language Interpreters: 1 (100%) Counseling: 01 (100%) Coaching: 01 (100%) Added Time / Modified Exams: 01 (100%)
Medical: 1 (5%)

<p>Counseling: 01 (100%)</p> <p>Coaching: 01 (100%)</p> <p>Added Time to some activities: 01 (100%)</p>
<p>Number of students X types of professional needs</p>
<p>Physical: 10 (50%)</p>
<p>Accompaniment: 2 (20%)</p> <p>Physical Accessibility: 10 (100%)</p> <p>Transport: 06 (60%)</p> <p>Assistive Technology: 04 (40%)</p> <p>Counseling: 05 (50%)</p> <p>Advisory: 05 (50%)</p> <p>Coaching: 10 (100%)</p> <p>Added Time / Modified Exams: 6 (60%)</p>
<p>Sensorial (Visual): 2 (10%)</p>
<p>Peer Tutoring: 2 (100%)</p> <p>Assistive Technology: 2 (100%)</p> <p>Physical Accessibility: 2 (100%)</p> <p>Counseling: 01 (50%)</p> <p>Coaching: 02 (100%)</p> <p>Added Time / Modified Exams: 2 (100%)</p>
<p>Sensorial (Deafness): 6 (30%)</p>
<p>Peer Tutoring: 5 (83,33%)</p> <p>Assistive Technology: 2 (33,33%)</p> <p>Sign Language Interpreters: 6 (100%)</p> <p>Counseling: 03 (50%)</p> <p>Coaching: 06 (100%)</p> <p>Added Time / Modified Exams: 6 (100%)</p>
<p>Sensorial (Visual and Deafness): 1 (5%)</p>
<p>Peer Tutoring: 1 (100%)</p> <p>Assistive Technology: 1 (100%)</p> <p>Sign Language Interpreters: 1 (100%)</p> <p>Counseling: 01 (100%)</p> <p>Coaching: 01 (100%)</p> <p>Added Time / Modified Exams: 01 (100%)</p>
<p>Medical: 1 (5%)</p>



Counseling: 01 (100%)

Coaching: 01 (100%)

Added Time to some activities: 01 (100%)

- **Identification of the companies, firms, schools and associations & Mentors**

However, we need to consider the economical and political situation of our country that faces some difficulties to sensitize the participants of our research, specially the firms that face a lot of reorganization of their structure to upon the crisis situation. In another hand, this allows the firms to think about the importance to promote the occupation of tertiary students with disability, who have a high educational level and it could be a positive element to across this critical period. But it is not simple and easy.

We believe that worker with disability needs support to deal with an experience that sees him working in a new environment, with a new role, engaging in new relationships, new “rhythms” and positions to which he cannot escape (Buzzelli, Berarducci & Leonori, 2009). Therefore, it is important to select companies and business mentor can guide, support and accommodate students with disabilities in accordance with the principles of the Italian model of special educational inclusion.

To find, therefore, the company tutors, we have considered, first of all, the Province of Rome, which is by law responsible for the application of law 68/99. The competent offices may enter into agreements with the employer's program for the realization of targeted job placement.

In the Convention can be expected the “call by name”, pre-employment trainings, short term employment recruitment, and other forms of support, advice or mentoring from other institutions (job placement conventions). Besides this, in Italy there are available local services to promote the orientation and the inclusion of people with disabilities in the society, through awareness and stimulation of companies and associations to accept them and follow them in this process.

Taking into account our specificity, we contacted the Director of The Service Department III "Policies of Labor and Employment Services" of the Province of Rome. He made available himself to collaborate in the project, to sensitize both the job placement offices, and the province, facilitating the contact and cooperation with potential companies interested, which should meet the requirements established by law 68/99.

We have, therefore, directly contacted some organizations and companies for an initial awareness, in occasion of the event, held in Rome, "Diversitalavoro". These companies have

made available to schedule a further meeting with those responsible for Human Resources. Moreover, we have an active collaboration with the Association ACEMIS and some schools in the province of Rome.

In particular, ACEMIS is required to cooperate in the field of physical education in view of the special characteristics of job in this field for people with disabilities.

We have done two collective meetings (one of those was the Transnational Conference of Rome), in order to have a common space for discussions on academic and professional guidance by the participants of the project (counselors, mentors and students). In the Transnational Conference there were involved all the participants of the process in action: agencies, students, local authorities, political world, to create the network important for the integration of people with disabilities. It is important to remember that putting in contact Counselor, companies and students isn't possible without building an interconnected network and collaborative territory to build a welcoming, accessible and inclusive context, which must try as much as possible to meet needs of the participants involved. The idea of the Italian group applying the Danish model was mainly to make closer two realities such as the world of disability and the world of work through working context that uses forms of mediation, already consolidated as professional preparation and learning Stage with the need to focus on "education in the situation." The student who prepares to graduate from the University with some experience must be assumed by the company, aware and prepared to welcome him, through forms of learning situation, as it happens in case of other young graduates.

The companies involved were:

ASD ACEMIS

ASD Neo Sport

Centro per l'Autonomia

Centro Sportivo Italiano

A.S.D. Con Noi

115° Circolo Didattico "Angela Mauri"

Scuola Secondaria di I Grado "Giuseppe Gioachino Belli"

COTRAD

Associazione Arte & Mani

Progetto Filippide

Agenzia Sanitaria Provinciale – A.S.P.

Cinefile privato

University of Messina

Università degli Studi di Roma "Tre"

### 3. EXPERIMENTATION - RESULTS

Italian Workgroup has carried out follow activities:

- Brainstorming between the steering group and stakeholders of the project to sensitize all towards data forms of international comparison
- Assessment and Monitoring guide
  - Individual explanatory meeting with the selected students and mentors
  - Individual Interview and Guidance (welcoming, non-directive, semi-structured, non-hierarchically organized) in which listening prevails in a proactive function with the selected students and mentors.
    - Oriented colloquium with academic tutors
    - Grids of data and analysis for students and for professionals
    - Reports on balance of competence
    - Focus Group
    - Elaboration of CV
    - Preparation and organization of a web-platform for sharing of issues to exchange information and to have a feedback of the project
- Organization of conferences and meetings about employability of tertiary students with disability.

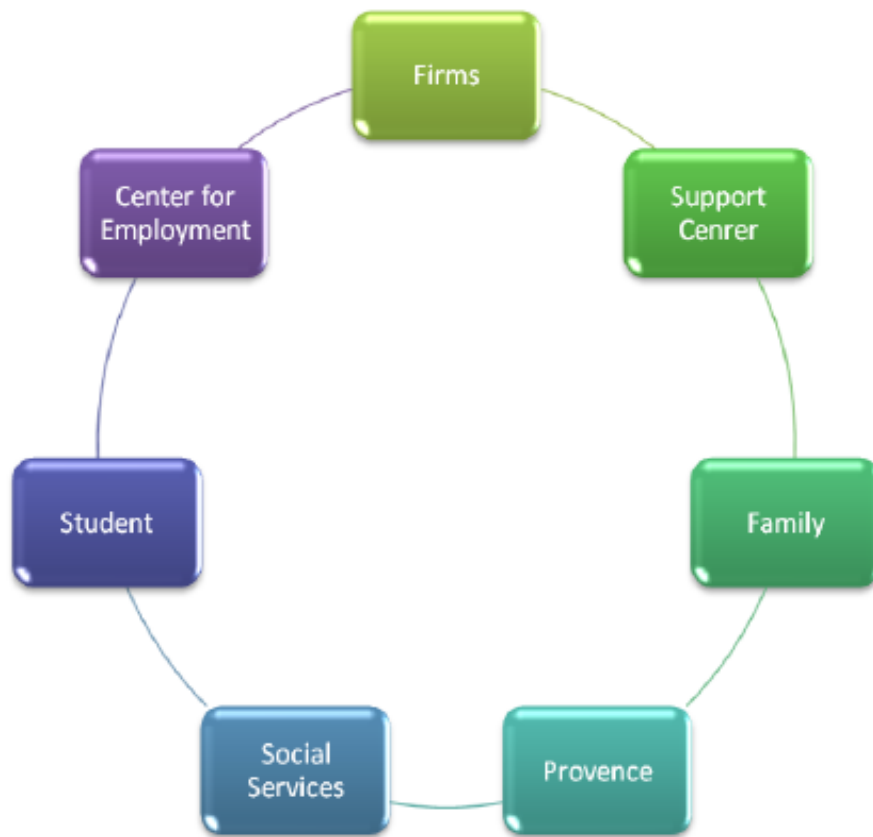
In comparison with the various experiences in Italy on the problems facing the project, later on a priority identification of the experimentation in terms of backgrounds and universities, enterprises and fields of employability, timing and definition of the experimental sample, our team adopted procedures of a quantitative and qualitative research.

There were modulated various tools according to a particular model of communicative interaction, which provides: empathic listening, shared and participatory dimension, evaluating of individual potential and previous skills, and to the results arising from relationships with other students in learning activities and university life.

Consequently, the data collection in our research did not follow a procedure or a taxonomic categorization, but worked on the formalization of the content more than individual history, relationship with others, and different frames of reference. The overall project, therefore, was developed considering education as self-realization and as a process of mutual interaction with other, at work and at the university, rather than a simple acquisition of new, more structured skills.

Our methodology has thus taken account of our national history, development of support centers for universities, in full agreement with the services of Job placement and guidance, of our special pedagogical approach, allowing the structures involved to acquire a inclusive dimension in which the student with disabilities has a value in itself and for others, highlighting the need of a didactics more attentive for a special needs education as guarantee of higher growth for all.

We can say that in Italy, for the promotion of job placement of university students with disabilities are involved:



### 3.1. MATCHING - CHARACTERISTICS OF STUDENTS AND ORGANISATIONS:

Student and Mentor Characteristics:

**Table One:**

Student	University	Female/Male	Study	Disability	Mentor	Female/Male	Company	Public	Private	Organisation
S1	"Foro Italico"	Male	Sport Sciences	Physical (Tetraplegy)	M1	Male	Centro per l'Autonomia			X
S2	"Foro Italico"	Male	Sport Sciences	Physical (Paraparesy)	M2	Female	ACEMIS Privato			X
S3	"Foro Italico"	Male	Sport Sciences	Deafness	M3	Male	A.S.D. Neo Sport			x
S4	"Foro Italico"	Male	Sport Sciences	Visual	M4	Male	Centro Sportivo Italiano			X
S5	"Foro Italico"	Female	Sport Sciences	Deafness and Visual	M5	Female	A.S.D. Con Noi			x
S6	"Foro Italico"	Female	Sport Sciences	Deafness	M6	Male	A.S.D. Con Noi			X
S7	"Foro Italico"	Male	Sport Sciences	Deafness	M7	Female	A.S.D. Neo Sport			X
S8	"Foro Italico"	Female	Sport Sciences	Physical (Paraparesy)	M10	Female	115° Circolo Didattico "Angela Mauri"	X		
S9	"Foro Italico"	Female	Sport Sciences	Deafness	M9	Male	Bank (doesn't allow us to declare this information – privacy issue).		X	
S10	"Foro Italico"	Male	Sport Sciences	Physical (Tetraplegy)	M8	Male	A.S.D. Con Noi			X
S11	Roma "Tre"	Female	Pedagogy	Physical (Brain Paralysis)	M11	Female	Università degli Studi di Roma "Tre" Pubblico	X		
S12	Roma "Tre"	Female	Pedagogy	Physical (Paraplegy)	M12	Female	Scuola Secondaria di I Grado "Giuseppe Gioachino Belli"	x		
S13	Roma "Tre"	Female	Pedagogy	Physical (Constipation Pathology)	M13	Male	COTRAD	X		
S14	Roma "Tre"	Male	Cinema (DAMS)	Deafness	M14	Male	Associazione Arte & Mani			X
S15	Roma "Tre"	Female	Cinema (DAMS)	Medical	M15	Male	Progetto Filippide			X
S16	Roma "Tre"	Female	Pedagogy	Physical (Brain Paralysis)	M16	Female	Università degli Studi di Roma "Tre"	X		
S17	Roma	Male	Political	Visual	M17	Female	CONI			X

	"Tre"		Science							
<b>S18</b>	Messina	Male	Economy	Physical	M18	Female	Agenzia Sanitaria Provinciale – A.S.P.	X		
<b>S19</b>	Messina	Female	Letter	Deafness	M19	Female	University of Messina	x		
<b>S20</b>	Roma "Tre"	Male	Cinema (DAMS)	Physical	M20	Male	Cinefile privato		X	

Each meeting between student and the mentor were described and archived in order to build an individual portfolio and to know about the progress within the enterprise/ association/ school/ institution. Mainly, these documents show the plan of activities to be developed and how it was done.

### **Summary presentation of the source of the research data used in Italy**

Semi-structured interviews students	<b>20</b>
Semi-structured interviews UC	<b>4</b>
Semi-structured interviews mentors	<b>20</b>
Final interviews or survey (students)	<b>20</b>
Final interviews or survey (UC)	<b>4</b>
Final interviews or survey (mentors)	<b>20</b>
Roadmaps	<b>40 (20 pairs)</b>
WG and collective interviews	<b>2</b>

Within national experimentation, the sample is composed by student with an academic background in the field of Motor sciences or with an humanistic academic background (Pedagogy and Educational Sciences, Arts and Entertainment), which are enrolled at University of Rome "Foro Italico (10 students), University of Rome "Tre" (8 students) and University of Messina (2 students). All participants are enrolled in the final year of bachelor's



degree or they are in the second year of master's degree, in accordance with the general directions of research, with an almost equal split between males and females.

In relation to the number of participants previously determined, not counting the action taken to raise awareness for eventual membership, first of all the Universities of Lazio and later others, to participate in the project, the smallness of the single sample allows us to formulate comprehensive assessments with a limited generalization value but with a high value of specific information emerging from the network of personal stories which cannot be reduced and classified according to the type or degree of disability, which also has been scientifically proven in scientific research, to be irrelevant being people in different situation of disability, but also should be conjugated according to the type of training, placement and specificity of the universities involved in Lazio and south of Italy, in comparison with territories completely different in other countries, even if only a basis for comparison with a city like Rome, Dublin or Aarhus and Cook.

The distribution of agencies shows associations, which have a social purpose in their mission, the most attentive and sensitive to accept and promote employees with disabilities, most evident in sports associations. Most of the Mentors had direct experience with the world of disability, they are all graduates that what to understand the meaning and the realization of our experimentation. The public sector in accordance with the laws in force shows interest in keeping places for people with disabilities. It is clear that the challenge in private is still open.

## **3.2. COMMITMENT AND PERCEPTION OF THE PROJECT**

### **Introduction:**

The analyzes reported here and reflections with Mentors and students are the result of an analysis of the text from the tabulation of interviews, trying to stand out from the indicators selected (Perception, cooperation and partnership, GUIDANCE METHODOLOGY, the effect ), the salient and most important aspects of the project. Weaknesses and strengths emerge without any doubt that will be reflected in the final conclusions.

### **3.2.1. Perception of the Students:**

## ✓ The process of initial mobilization of actors

Initially, tertiary students with disabilities were invited by responsible of Support Centre to answer an institutional questionnaire which aimed to evaluate the services offered by each University.

Among the questions, there are those about university organization to promote employment opportunities, which allow the Italian workgroup, always with the stakeholders of the support centre as well, to expose individually the aims of Univer's'Emploi project, as exposed by one of students who participated of the project:

*“Through Support Centre I was always made aware of the project”*

Furthermore, according the answers of the students, we can say that 100% of the students could perceive all organization aimed to mobilize them:

*“There were several meetings, e-mails, conferences, activities; in short there was a real sensitization upon the aims and objectives of the project”.*

## ✓ Initial commitment

After exposition of aims and objectives of the project, each student that agreed to participate at the project has signed an institutional document. However, some students have faced difficulties to keep involved in the project until the end, for personal or academic reasons. Even if this fact, students that have participate until the end of the project have recognize their own commitment from the beginning of the planned activities.

*“I’ve accepted to participate of the project because I think too often we tend to forget the needs of person with disability, especially at the workplace. Instead I think that it is precisely through the exchange of values that capacities can grow at the workplace.”*

## ✓ Expectations

Most of students have declared that participate in this project could be an important opportunity to put in practice their own academic knowledge at workplace, also to build a

contact with employers and to start to realize their life project. In addition, they are motivated to contribute for the enhancement of the university organization toward the promotion of their further employment.

*“I hope to find a work that allows me to apply my studies [...] always taking into account my curriculum and my life project”.*

### ✓ **Dissemination of the project**

Students of our project could see how complex and important work was done to disseminate the project throughout in Italy, specially from the International Conference<sup>39</sup>, when was present most of students with disabilities, firms, politicians and universities participants of the project.

*“At 2th March it was the conference of European project “Univers’Emploi” that was very useful to receive information about the European reality, support for disability students and life project to achieve the world of work.”*

### ✓ **Perceptions on the project**

All students have had a positive perception on the project:

*“I think that it could become an important reality at the territory”.*

### ✓ **Commitment along the project**

Students have recognized that, to participate in this project, further commitment was asked among their activities. Several meetings were made and it takes time and a special organization. However, according to their perspective, it was an important experience:

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<sup>39</sup> **“La promozione dell’Inserimento Lavorativo degli studenti Universitari con disabilità in Italia, Danimarca, Francia e Irlanda”**-Progetto Leonardo da Vinci “Univers’Emploi” – venerdì 2 marzo 2012 - ore 10:00 Sala Consiliare”Giulio Marinozzi

*“Indeed, this project was an additional commitment, but it allows me to reflect about my future, to have a professional experience and to get more security”.*

### 3.2.2. Perception of the Counselor:

#### ✓ The process of initial mobilization of actors

We have presented Univers’Emploi project for several Delegate of Rector for Disability of Universities throughout Italy. This work was made by mail, aiming to fix appointment with them for further explanations, and also in the scientific conferences that we participated throughout these years.

The delegates that were interested to collaborate in the project have engaged their workgroup of Support Centre for Disability, specially the counselor, who has a good impression on initial mobilization of actors, even if they are considered the difficulty to mobilize the students and firms.

*“I consider that to mobilize counselors in order to participate of this project should be not so difficult, because we are always interested to improve our practices here at university. Enhance our strategies and the tools to guide a student from the beginning of academic life towards the employment are always a challenge [...]. The difficulty, however, is to create the link between territory, university and students.”*

#### ✓ Initial commitment

The counselors engaged in the project are always available to collaborate with the development of the project, however they have faced some difficulties to coordinate the planned activities by the project among their usual role at university, taking into account also that the availability of the students to meet.

*“When I saw that we should to reflect and to made our considerations on Danish model before to apply it with the students, I’ve perceived that in fact the process would be not easy to be applied, taking into account also our other commitments. However, even if our context and approach presents some differences, I have believed, as well our Delegate, that it could be a way to improve our practices and I really would like to do it in our university.”*

## ✓ Expectations

All counselors have declared good expectations on the project. Most of them have declared that it will be very important to know how to guide the students to profit better their academic studies and competences towards employment.

*“Reflect about another model and approach to evaluate and guide a tertiary student with disability towards their professional career could allow the enhancement of our practices”.*

## ✓ Dissemination of the project

Counselors have had known of the project through meetings, conferences, mails and institutional sites.

*“Prof. Lucia de Anna has contact our Delegate of Rector for Disability, Prof. Bruna Grasselli, and through the materials that was sent to us, was possible to know more about the project and our commitment as well. In addition, several meetings were made to discuss how to put in practice our activities.”*

## ✓ Perceptions on the project

According to counselors' perspective, it was a very important project for all actors involved:

Students could reflect on own competences and needs;

Counselors could improve own practices on guidance of students with disability, using an assessment guide and other tools;

Mentors could to have more experiences to work with persons with disabilities and to identify their competences and needs.

*“I think that, usually, to involve all these actors is very difficult in practice. However, it could be very important to try it. Our role we know how to do. To individualize the needs and competences of tertiary students with disability is our common practice and to stimulate their professional skills. The challenge was to effectively link it directly to the demands of the firms and territory. Our University has been able to improve this network through this project.”*

## ✓ Commitment along the project

Counselor commitments were essential for the success of the project. As the basic approach and model was initially very different of those Italian, counselors needed to reflect and transpose their practices in a different way, using the assessment guides and other tools which were improved also by own counselors considerations.

Fix the appointment to apply the interviews with the students has taken time. Not always both actors were available to do it. So counselors should to respect the students' time to put in practice their commitments.

*“When I saw my commitments in this project I have perceived that it would be very hard, but also with several opportunities to put in practice a real professional guidance of the students with disability. Even if each student has also their academic obligation, especially at the end of their course degree, I know that to strive and help them to organize their time in order to think about their employment would be essential”.*

### 3.2.3. Perception of the Mentor:

#### ✓ The process of initial mobilization of actors

Several firms, associations, schools and career services were contacted (by mail, site, participation in events promote by the territory and universities about job placement) in order to sensitize them about the objectives of Univers'Emploi project.

*“We were contacted by ACEMIS, who explains us the aims of the project. Then, we have made a meeting with them, when it was present also a counselor from the university, and we have exposed to them some characteristics of our workplace and activities. I think that they are interested about our practices and ask us to organize a match with a student that has a profile which responds the needs of our association. It was very nice to know that the university is engaged to search job opportunities according to the profile of the students and that we would be useful in this process.”*



## ✓ Initial commitment

Engage mentors was complex in this project. First of all we have needed to sensitize the director / manager of the institution (association, school and firm). We should be very careful to expose the commitments of the firm. Lot of them was afraid to be obliged to contract the students after the experience. With agreement of the director / manager / responsible of the institution to participate of the project, we have discussed about the profile of the students, about who could be the mentor of the student, and how work together.

*“To formalize the joint intent of both structures involved was also drafted a document of cooperation between the leaders of the two institutions, the dean of the faculty of physical education at the University of the Foro Italico and the Headmaster of Secondary School G.G. Belli [...]. Then, has been studied the specific case of the tertiary student with disability thinking about the methods and strategies to implement the most appropriate match in respect of her study, desires and expectations.”*

## ✓ Expectations

Most of mentors have had, as expectation on the project, the possibility of opportunities that an experience with a person with disabilities at workplace could give.

*“My expectations were based on the awareness to begin a journey that would have created a mutual enrichment for me and for the student in terms of skills, knowledge and relationships.”*

## ✓ Dissemination of the project

Mentors have perceived several initiatives that were done, not only by mail and websites, but also through meetings and conferences:

*“An initial exposition of the objectives was done, involving the scientific responsible for the project and the counselor of the university and a specific meetings in order to clarify my commitments on the project”*

*“Certainly, the responsible for the project and the stakeholders of the Support Centre have clearly and comprehensively shown me the aims of the project and provided also the material on paper and e-mail. In a face to face, I have given more detailed information explaining what were the activities that I should play, the persons who would be involved, that I would have to meet and know for a more proactive involvement in the project. Furthermore, I was always asked what I thought and opinion”*

### ✓ **Perceptions on the project**

Mentors have considered this project as an opportunity to build a real network between university and territory in order to promote the employment of tertiary student, taking into account their competences. In addition, this kind of project would sensitize several work environments to reflect on disability as a value of our context.

*“This project could allow the development of the collaboration between schools and universities, in order to promote training and personal enrichment [...]. In addition, there was the possibility to taken into account the skills that the student have for a professional guidance”.*

### ✓ **Commitment along the project**

Even if the engagement of mentors was in a whole way, they have declared that the meetings were planned and done in an adequate way.

*“The meetings have met the commitments and the availability of all the people involved. It were not numerous, but adequate to the purpose of the project, without waste of time, and enough for decisions to be taken for continued work.”*

### 3.3. COOPERATION AND PARTNERSHIP

#### 3.3.1. Perception of the Students:

##### ✓ **Characteristic of partnership between university and companies**

The students have declared that there was a real partnership between the university and territory and that is important to dedicate on similar initiatives to enhance it.

*“Involved persons, both Support Centre and the firm, have had collaborate between them to realize the activities of the project and their own roles.”*

*“I think that it can become an important reality in the territory.”*

##### ✓ **Cooperation relations between the stakeholders**

According to the students' declaration, stakeholders “have recovered important roles and collaborated among them. [...] The University and ACEMIS association were organized in order to promote the inclusion at university and further job opportunities”.

*“I want to valorise the role of all those people who have a coordinated role in the planning organization; all those people that, through the Support Centre, was allowed to understand how would be the activities. This have also diminished the architectural barriers to access to the structure. Another important and vital role it has played by the counsellor who coordinated the work on behalf of the coordinator of the project in Italy. In addition, I want to say the Job Placement Office has played an important role in this project.”*

#### 3.3.2. Perception of the Counsellor:

##### ✓ **Characteristic of partnership between university and companies**

The network between universities, companies and territory was enhanced with the development of the Univers'Emploi Project. This partnership was noted also by the

counselor, that have had a direct contact also with the companies / association / schools involved in the project.

*“This experience has allowed us to build a concrete relationship with the territory. Even if our university has always move in this direction, specially the Job Placement office and Support Centre, currently we have an updated list of companies interested in promote career opportunities for tertiary student with disability. This outcome shows that our university could build a real partnership with the territory and labor market. Absolutely, we need to maintain it.”*

### ✓ **Cooperation relations between the stakeholders**

Several times counselors has meet mentors and students to plan the activities, considering the profile of each student according to assessment guide and continuous evaluation of their skills and needs. The counselors was always available to discuss with mentors about how to work with a student with disability. We need to highlight that the counselor have stimulated the mentor to try, first of all, to discuss directly with the student about how to work together.

*“To contact some workplaces in this project and to be present also in some matches with students and mentors, allow us to enhance our approach and to understand the needs of all actors involved. We have cooperated with each one from the beginning of the project in order to, gradually, allow them to be autonomy, even if we was always available to cooperate when there was need.”*

### **3.3.3. Perception of the Mentor:**

#### ✓ **Characteristic of partnership between university and companies**

Most of mentors has declared that the role of university in this process has been essential to allow them to work together a student with disability.

*“Certainly, I have been always involved in every decision making and also accompanied by the experienced staff of the Support Centre of the University, who have ever explained the needs of the students with disabilities [...] representing a valid support as mediator between*

*the two institutions and between the student with disability and me. I have been supported also by telephone contacts and e-mail with counselors for further requests for clarification and deepening.”*

### ✓ **Cooperation relations between the stakeholders**

Mentors has had a whole perception on the importance and effort to build the collaboration between the stakeholders:

*“All persons have been essential to the development and success of the project. They were always present and have offered their expertise ant time for a constant guidance and monitoring of the activities. These different skills have allowed me to open a whole view adding an extra value that only specific staff can give. They set the work in a more extensive and professional approach in order to allow the student see the participation of specific figures for their job placement and career guidance”.*

## **3.4. GUIDANCE METHODOLOGY**

### **3.4.1 Perception of the Students:**

#### ✓ **Implementation of the guidance methodology**

All students have declared a positive perception on guidance methodology, even if it should take their time and a further engagement.

*“I have to say that I was helped a lot, especially in terms of academic issues, that allowed me to acquire a role that, until recently, it was not outlined [...]. The university was always very active and I must say that it was able to provide all necessary support towards a good performance of my career.”*

## ✓ Appropriation of tools

The students have declared the importance of tools used from the beginning of the project. Specially, the Assessment guide has had an essential role, according their declaration, and there was awareness about the dimensions: academic, cognitive, learning, motivation, social relationship, language, life strategies, self-esteem, personal development.

In addition, the professional plan that has taken into account the skills and needs of the students according the assessment guide, was very valorized by the students.

Students' needs assessment tool was used in Italy taking into account the 9 dimensions present in the Danish model. For example: The **“Work Process”** and **“Motivation and energy”** categories were taken into account in order to identify important elements on academic and professional competences of the student (planning, take decisions, collaboration, initiatives, motivation, etc.). These elements were observed during the whole project, from the beginning until the end of the experimentation and through the engagement to plan activities to be developed within the firm / enterprise / schools / association.

*“When we make appointments [...] to plan the activities to be developed, I was self-motivated to study and to be at university. I was responsible and I think that to develop a professional plan, as was done, is very important. I like so much to work and I want always to have opportunities to put in practice my academic training” (S7, Italy).*

Even if there were identified aspects on motivation and energy, there is still some insurance of the students about their transition to the world of work. But students effort the importance of the professional guidance:

*“I’m a little afraid to enter in the world of work. If I have a support within the firm, would always be better to facilitate my transition process towards the world of work” (S1).*

On “Social Life” field, specifically on **“Social relations”**, some students declares a real wish to build a relationship with who divides the same space:

*“I percept what I can do, what I know to be transferred to the others, and also how I can build a relationship between colleagues or teachers” (S1).*

This factor could be percept also at workplace, as declares the mentor of the student S8:

*“There was reciprocity in the social relation, an active engagement of both parts. I believe that there was a concrete helping relationship” (M1).*



However, in the assessment process we need to consider also the context which, sometimes, doesn't contribute to social relations among students and between them and their teachers. One case, for example, has showed a situation which a student with sensorial disability (deafness), even if very sociable, has faced difficulties to build or reinforce contact with other students:

*"It was a bit hard because the fact is that I should to be, by force, in front, at the first row, along to the interpreter [...]. And my colleagues were always put in the back rows. This, we can say, do not contributed to hire the relations". (SI).*

Still at "Social Life" field, the assessment has considerate also the **"Language and culture"** aspects. Counsellor declares that this is a very important issue to be take into account because reflect along the other categories as "motivation and energy" and "social relation", the involvement of the student in their daily context.

*"According to declaration of tertiary students with disabilities as 'I don't know all services offered by the university neither the projects developed by our institution', was possible to identify how we could move towards a more democratic dissemination of information in order to stimulate their whole participation at academic daily life, which will reflect directly on their professional life. So, we have done further initiatives as seminars and meetings for all students about these issues as, for example, the Transnational Seminar promoted by Univers'Emploi project when most of our students were there" (C. 'A', Italy).*

The Personal Field, which cover **"Self-relation"**, **"Life-strategies"** and **"Body-relations, psychological relation"** categories of students' assessment tool, was taken into account because we believe that inclusion of people with disabilities is more than promote their access in common spaces. Inclusion is also to encourage their active participation within the context and, if the counsellor doesn't know about some personal characteristics of the students, is more difficult to understand how to better support them in some situations:

*"If we don't know about the insecurities, the strength points and the strategies that the student have, turn difficult to know if the support strategies will incise in a positive way on the academic life and on their transition to professional world" (C. 'B', Italy).*

Assessment tools, in Italy, were put in discussion also by own students with disabilities contacted just for this propose before apply it. In general, there were no too much elements very intrusive, according them. However, respect the 9 categories, the "personal field" was

that more questioned by the students (agreed also by the counsellor), especially on “body relations”:

*“I don’t know how my sexuality, for example, could be related with academic and professional guidance. On my point of view, this kind of information is too much intrusive and doesn’t matter to nobody beyond me” (S control group).*

### ✓ **Appropriation of the guidance methodology**

The guidance methodology has had a positive perception by the students.

*“In order to guide me towards the employment experience, several initiatives was done. There was an initial assessment, a career planning and they help me to elaborate my curriculum vitae. When I meet the mentor, I have had awareness on my own competences and limits to expose them at workplace”.*

### ✓ **Quality of relation within the mentor/student pair**

*“Planning the activities to be carried out, I have participated proactively, always arguing with my mentor and with the support of the tutor, to achieve my professional goals and to do my role”.*

### ✓ **Adaptions done in order to facilitate the participation of the students to the project**

Most of students doesn’t need any adaptation in order to facilitate their participation to the project. However, it was taken into account the physical accessibility of the buildings and interpreters in some situations.

*“There was barriers inside the structure, but it were overcome [...] with the help of an operator of the school”.*

*“I have needed help, just at the beginning, of a Sign Interpreter”.*

*“It was necessary to consider my visual impairment to plan and develop the activities. To work in the sports field is always a challenge for me, but it depends also of the arrangements in the environments that I will work.”*

Is profit remember that our universities, before be engaged at “Univers’Emloi” project, has provided academic, technological and professional support for the students with disabilities, which are supported by public laws (Legge 17/99; Legge 68/99, and Linee Guida CNUDD). However, the participation of these universities at this project allow an improvement of the services, specially regards professional guidance.

### 3.4.2. Perception of the Counsellor:

#### ✓ Appropriation of tools

The tools were evaluated by each counselor, taking into account those elements that could be part of their practices and approach. As explained at Updating Session in Strasbourg, by Aarhus University, it was not necessary to ask every question

*“Italian workgroup bring to our university the assessment guide in order to explain how to apply it. In practice, was very useful to reflect on another model and approach as an enrichment of our way to individuate the competences and needs of the students. Some aspects were not so clear at the beginning, but with further explanations were possible to use the tools.”*

#### ✓ Appropriation of the guidance methodology

Counselors have declared that several meetings were very useful to clarify about how to apply the guidance methodology. However, they have considered that it will be very difficult to do in a short time.

*“Taken into account the Danish model, we have arranged it according to our context. In addition it was possible to reflect and enhance our practices on guidance of students with disability towards employment. It was a complex methodology, but it has considered several essential elements to promote a concrete guidance of them. I can say that with this methodology I have could to update my approaches and practices”.*

## ✓ Quality of relation within the mentor/student pair

According to the counselors' prospective it was possible to build a good relation within the mentor and student. There are some cases that the student should to be open in order to plan activities together. In another hand, some mentors should enhance their mode to approach to the student, avoiding promoting passive roles of the student at workplace.

The role of the counselor highlights the co-construction, along with the student and family (especially in the early phase) of an eco-system of decision-making and action that respects the life project of student and his expectations for the future. According to Bouëdec (2007) there are four relational postures: authority, contract, animation and accompaniment. In our case the counsellor has often mixed postures, focusing on the particular case, and using in most cases the animation and accompaniment postures.

*"In this experience, I could see an open relation within student and mentor, even if it should be improved in a collaborative direction".*

It is necessary to highlight that the relationship between the mentor and student with disabilities is transformative and custom on existential specificity of the mentee. The basic idea is the promotion of social welfare, with a view to renewal and to empowerment, in which are activated and potentiated the resources, individuals and community, in order to develop autonomy and self-reliance and in other

in order to develop autonomy and self-reliance (Gelli, Mannarini, 1999). The mentor has role of guidance, trying to support a bond of trust, able to do emerge in the entrusted person essential skills, significant opportunities, sense of openings. This kind of relationship was possible to identify in the experimentation made in Italy between tertiary students with disability and mentors of companies, associations and schools involved in the Univers'Emploi project.

The experimentation highlights the educational significance of accompaniment, bringing out the alliance between partners and respectful involvement and some elements of the accompaniment, meant as guided orientation and never as a mere aid:

- the connection. Role of sharing and of commonality between the participants, in view of a project and a common objective
- the Alliance. The link provides for a mutual recognition and shared effort. The Alliance gives shape to various logs (direction, guidance, help, protection, mediation, etc).

- the asymmetry. There is a difference between who accompanies and who is accompanied, in terms of experience, knowledge, etc. do not act as authoritarian, but from gap element on which is grafted a symmetrical match on other plans (institutional, contextual, existential) which carries with it the mutual respect

- the transition: the passage from one condition to another
- the directionality. The direction stems from accompanied by go together
- the tension. One half to be reached, according to a program in progress
- the conditions. The specificity of the situation will determine the modalities of the accompaniment

✓ Adaptations done in order to facilitate the participation of the students to the project

No arrangements were made by the counselor to facilitate the participation of the students to the project. At least, the indications to promote this were made by the counselor to the mentors in order to facilitate the entrance of the students in their professional experience.

Is interesting highlight that “Additional support to the student” on how to face the reality at workplace and, sometimes, was necessary also to support the mentor giving then further information on the students or also following both (student and mentor) in the planning phases.

*“Several times, students have faced difficulties to plan activities or to be involved within the enterprise, so we tried to balance their anxiety and to show them plural possibilities to face each particular situation” (C ‘C’).*

*“One mentor has come to our university several times in order to understand how to support the student, before receive him at workplace. In addition, I help them on planning moments because sometimes the mentor doesn’t know how work along the student in the best way. But at the end, they got it” (C ‘A’).*

### 3.4.3. Perception of the Mentor:

#### ✓ Implementation of the guidance methodology

All Mentors have declared a positive perception on guidance methodology, above all the majority of Mentors have had accurate information, training and support from the Support Center. The majority, also, says that was involved in any decision making, in according with its role in the company. This allowed us to better meet the needs of the project, the students' needs, the demands of companies. For example:

“Above all, was always asked my opinion, so that my activities were more focused and responsive to the needs and objectives of the project. The meetings have met the commitments and the availability of all the people involved”.

#### ✓ Appropriation of tools

The Mentors have declared the importance of tools used in all phases of the project. Above all, the Assessment guide. Each mentor has been met individually by the Head of the Support Center and by collaborators who explained all the steps and tools to use during the project. The majority of Mentors have declared to have been helped to master the tools. This frequent meetings has also enabled the mentor to put into practice the recommendations given and to know the methodological structure of the Project.

#### ✓ Appropriation of the guidance methodology

The guidance methodology has had a positive perception by the mentors. It has proved very effective use of assessment of students' needs. It should be stressed the importance of the curriculum and clear to student how to present himself is a task that company and universities must work together.



*“The issues were all treated (cognitive, academic, motivation, language and culture) because I believe it is essential for an effective planning. These elements were the strengths of the project, together with the figures involved”.*

✓ **Quality of relation within the mentor/student pair**

The Quality of relation was good.

This has revolved around these keywords:

- Cooperation and collaboration
- Helping relationship to improve the autonomy of each student
- Confidence and self-respect and of future work

✓ **Adaptions done in order to facilitate the participation of the students to the project**

The "accommodations" have occurred mainly on the technical and pedagogical plan (time of the student, his cognitive and emotional characteristics, support staff for travel) and around physical accessibility. In one school, in fact, the Mentor claims to have been given to ensuring access to the building.

### 3.5. THE EFFECTS OF THE PROJECT

#### 3.5.1. For the Student:

✓ **Effect at the personal level (towards oneself)**

The responses of students can be summarized in these points:

- Increased confidence in our-self
- Self-Esteem
- Motivation
- Strategy of life
- Personal development

✓ **Effect at the personal level (concerning social aspects)**

The responses of students can be summarized in these points:

- More social relationship
- More realistic vision of the world of work
- Best hope in the construction of an appropriate plan of life in according with personal and social expectations

✓ **Professional level/dimensions**

The responses of students can be summarized in these points:

- Acquirement of professional competences
- How to elaborate CV
- How to disclose the disability to the firms
- How to plane activities with the mentors
- Respect to times schedules
- Compliance with ethical rules of work
- Three of the students (two of University of Rome “Foro Italico” and one of the University of Rome Tre) involved into the project are still working.

✓ **Acquired/gained/reinforced aptitudes**

The responses of students can be summarized in these points:

Acquired:

- Sense of responsibility
- Design capabilities
- Communications skills

Reinforced:

- Time management
- Decision-making
- Interpersonal Skills

### 3.5.2. For the Counselor:

#### ✓ Effect at the personal level (towards oneself)

Most of them have declared that was very grateful to see their own contribution for a better prospective and quality of life of tertiary students with disabilities.

#### ✓ Effect at the personal level (concerning social aspects)

To be part of the promotion of inclusive society inclusion was the most common declaration of counselors involved at the project.

#### ✓ Professional level/dimensions

Counselors have declared that to participate of this project was one effort to keep reflecting on different ways to individuate the competences and needs of the students with disability. It has enhanced their approach and methods which will improve the activities of the support centre of the university.

#### ✓ Acquired/gained/reinforced aptitudes

Several aptitudes were reinforced by the counselors. They have considered that is very important to take into account essential characteristics of the students in the individual, social and professional fields. In addition, the direct contact within the companies / associations allows them to be part of whole process regarding the academic and professional guidance of the students.

### 3.5.3. For the Mentor:

#### ✓ Effect at the personal level (towards oneself)

The responses of mentors can be summarized in these points:

- Better knowledge of the world of disability
- The deeper knowledge of needs of people
- Satisfaction in being able to lead a project that takes into account both the capacity of each, that their own plan of life
- Improvement of personal and pro proactive skills

To improve:

- to have more information about the approach to disabled people within the company
- the need of training and job placement strategies for people with disabilities

#### ✓ Effect at the personal level (concerning social aspects)

The responses of mentors can be summarized in these points:

- Development of new mode of life for all
- Improving the lives of disabled people
- to approach the world of work at university
- to create a new job mentality and a new culture of inclusion

#### ✓ Professional level/dimensions

The responses of mentors can be summarized in these points:

- Improve their skills and abilities
- Cultural Growth
- Development of communication skills

## ✓ **Acquired/gained/reinforced aptitudes**

The responses of mentors can be summarized in these points:

### **Acquired:**

- listening skills
- strategies of welcome
- more availability to people with disabilities in the workplace

### **Reinforced:**

- strategies of collaboration and cooperation
- cooperative learning
- creation of networks of integrated work

## **3.6. DISSEMINATION**

Dissemination started during the testing phase of the project through a series of lectures on the local and national level to create and strengthen a network of useful contacts for the project, and then continue giving continuation and spread of experimentation. Specifically, we have participated and / or organized the following events:

### **- UNICA Student Conference 2010: Europe through Students' Eyes.**

Date: 22-25 September 2010

Previously to start formally the Univers'Emploi project from October, among all themes of these conference, was possible to discuss about inclusion of tertiary students at university and at the world of work within an internationalization context. As results, we have had 2 concrete products:

Result 1 - Cabral, L. S. A.; Tommaso, F. D.; Grzicic, T.; Ioannou, T.; Strand, T.; Strand, D.; Tokova, M. (2010). Internationalization at universities: problems and challenges. Proceedings of UNICA 2010 Students Conference. Network of Universities from the Capitals of Europe. 109p.

website: <http://unicaroma2010.it/drupal6/content/proceedings-unica-2010-student-conference>

Result 2 - Rome Declaration in which, for the first time in this Conference, motivated by the aims of Univers'Emploi project, was possible to put in discussion the Disability issues within universities and the professional guidance of tertiary students with disabilities through Europe universities.

website: <http://unicaroma2010.it/drupal6/content/rome-declaration-0>

**- International Congress - La Qualità dell'integrazione scolastica e sociale**

Date: 18th to 20th november 2011).

Workshop in which was possible to talk about Univers'Emploi project to extend the network between universities throughout Italian territory:

- Un percorso per l'inserimento lavorativo: percorso a ostacoli, o accompagnamento personalizzato?

- Servizi e buone pratiche per studenti con disabilità nell'Università italiana

- Famiglia e progetto di vita per la persona

- Il lavoro sulle autonomie e lo sviluppo di competenze nella disabilità

- Il contributo della formazione e delle imprese alla realizzazione professionale delle persone disabili

**- Transnational Conference: "La promozione dell'Inserimento Lavorativo degli studenti Universitari con disabilità in Italia, Danimarca, Francia e Irlanda"**

Date: 2 marzo 2012

Università degli Studi di Roma "Foro Italico"

Websites:

1) [http://www.uniroma4.it/portal/ShowBinary/BEA%20Repository/Area\\_Comunicazione/Flash\\_News/20120228%20FN2/20120228%20FN2//file;jsessionid=InbzPvGGcv3wvsfT4cjycT26sS1vZhkwyjGPBWnGMg7SfpG9dvKp!-1831591551](http://www.uniroma4.it/portal/ShowBinary/BEA%20Repository/Area_Comunicazione/Flash_News/20120228%20FN2/20120228%20FN2//file;jsessionid=InbzPvGGcv3wvsfT4cjycT26sS1vZhkwyjGPBWnGMg7SfpG9dvKp!-1831591551)

2) <http://asdneosport.blogspot.fr/2012/02/la-promozione-dellinserimento.html>

## - **Brain at Work**

Date: 15th March 2011

Meeting with institutions and private firms to promote a direct contact with tertiary students in order to guide them towards employment.

Website: <http://www.brainatwork.it/>

## - **Diversitalavoro**

Data: 30th November 2011

Meeting between firms' manager with people with disabilities:

- Interviews Simulations One to One
- CV Orientation by Adecco per le pari opportunità
- Training seminars:
  - How to prepare a CV
  - How to face a employment interview
  - Discrimination at world of work

Website <http://www.diversitalavoro.it/>

## - **“Una Rete per l’inclusione: giornata di presentazione del Coordinamento degli Atenei Lombardi per la Disabilità – CALD**

Date: 7th October 2011

Università degli Studi di Milano – Bicocca

## - **XIII Seminario sulle tematiche della dislessia evolutiva nell’adulto e il XIII Congresso Nazionale Associazione Italiana Dislessia**

Date: 29 April 2010



1° meeting with pro-rectors for disability issues of the universities, in order to contact and sensibilise them about the theme of academic and professional guidance of tertiary students with special needs.

University of Reggio Emilia

**- Meeting with the Director of III Sector of Employment of Provençe of Rome**

Date: 27th October 2011.

During the Presentation of Progetto Obiettivo 2011-2013, which aims to support enterprises and employees to the promotion of professional training, was possible to present the aims of Univers'Emploi project in order to build a common initiative taking into account people with disabilities. From this meeting, was possible to stabilize an agreement between our universities and the Project MATCH of the Provençe of Rome to facilitate de professional guidance of tertiary students with disabilities.

Website: <http://www.provincia.roma.it/percorsitematici/formazione/eventi-e-iniziative/22853>

**- Convegno “La medicina al servizio dello sport olimpico e paralimpico” organizzato dall’Università degli studi di Messina**

Date: 1214 aprile 2012, with a meeting with a delegated representatives of the rector of Messina.

**- CNUDD, Conferenza Nazionale dei Delegati dei Rettori per la Disabilità.**

**- “L’artigianato della ricerca e l’arte della manutenzione della conoscenza” organizzato dal Centro Interuniversitario di Ricerca Educativa e Formazione – Università di Roma La Sapienza e Università di Roma “Foro Italico”,**

Date: Roma, 3 maggio 2012

**- Dissemination at institutional website:**

<http://www.firbreteaccessibile.it/>

## 4. FINAL CONSIDERATIONS

### 4.1. Added benefits of the program

In a context multifaced, rich of experiences to promote the inclusion in the university and at the world of work, the development of the project “Enhancing Employment Opportunities for Learning Approach”, ex-“Univers’Emploi”, while the year 2010-2012, has allowed us to deepen the operational and conceptual proposals in progress, allowing us to reflect on the structural and pedagogical organization adopted in Italy for the promotion of the life project of tertiary students with disabilities, enriching it with new meanings.

Univers’Emploi was a very important project which allows all Italian universities involved to enhance their organization in order to promote a concrete academic and professional guidance towards employment opportunities for tertiary students with disability.

The experimentation of the project in Italy was a very important opportunity to improve and reinforce practices, tools and collaboration between the services of the university and also between these services with the territory. As Figure A shown, the transferring of the Aarhus University’s model to Italian context was a complex process which allows expands the network in long-term way in order to promote the academic and career guidance of tertiary student with disabilities.

When students look for support at Disability Support Centre, they will be assess by the counselor, usually also with their family’s participation. Information from this assessment will base the academic and professional guidance. Particularly on Professional Guidance, the Association ACEMIS will support the student on professional plan and on how to presents to the employer, with collaboration of the Career Center of the University, which will identify, along the student, the workplace that responds the student’s interests and profile. One time identified the figures from ACEMIS, Disability Support Centre and/or Career Centre could give further support within the matching process between the student and the mentor (FIGURE A).

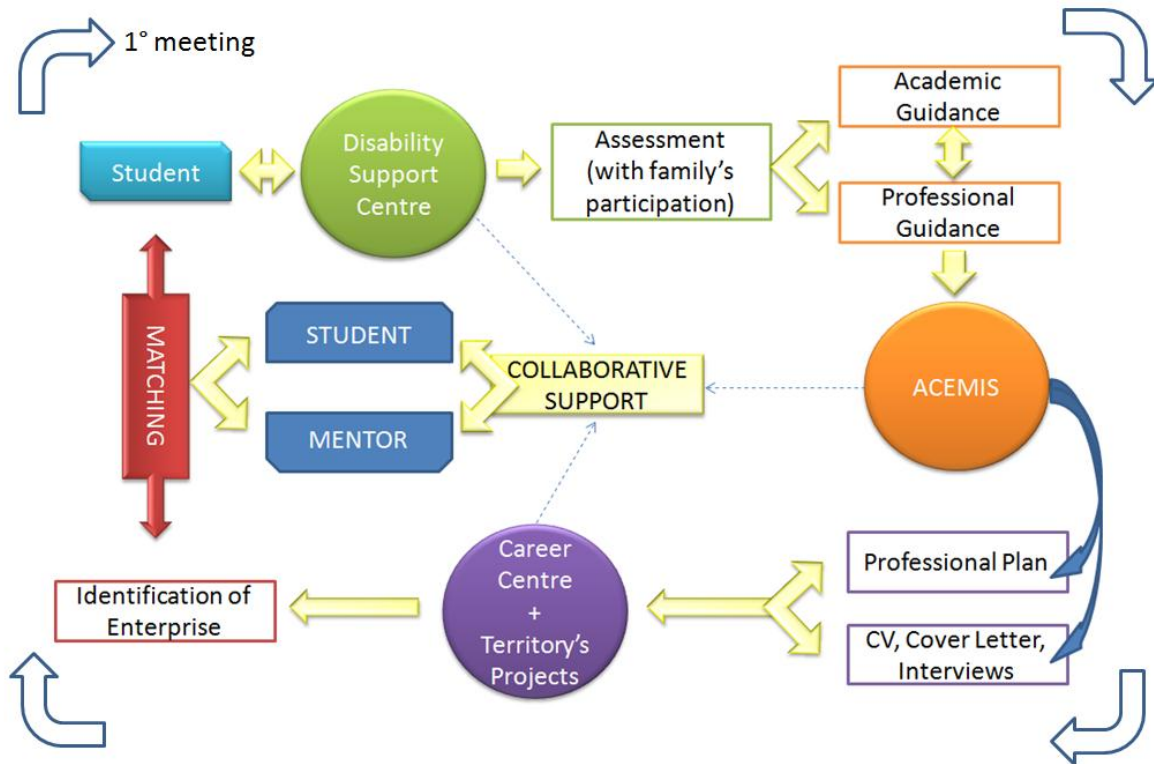


Figure A

The mentor involved in the project declares:

*“Certainly, I was always involved in each decisional phase and I always was supported by the professional of Support Centre who was illustrate to me always the requests of the student with disability regarding transport, time management, representing a valid support as mediator between the institutions where we come from, and between the student with disability and me” (MI)*

And the student as well:

*“It was promoted an individual meeting with the support teacher of the school (her mentor) whom presented to me the scholar structure, the professors, the sheets, the didactical program, the students and those with moderate or severe cognitive disability [...]. The information and the support that I received were very concrete and allows me to live an unforgettable experience [...] it was the first time that I lived in a professional guidance project” (SI).*

In brief we can say that:

- **Enhancement of the evaluation tools:** the assessment guide was very useful for our universities, which has systemize in a standard way those elements that in Italy were always considered in the academic evaluation process toward the employment, improving the transition plan.
- **Stretch the relation within universities of throughout Italy:** Inclusion at university and promotion of job opportunities to tertiary students with disabilities was the key issue to enhance the relation within universities in order to discuss, exchange and reflect on several experiences made in this field.
- **Build a network within the territory:** During our experimentation and research under the Leonardo project "Univers Emploi", building on the work done in Italy, in the University since 1995 intensified in the late 90s with the creation of CNUDD-CRUI and the construction of the Guidelines with attention to the job placement in comparison with the law 68/99, there were synergies between institutions that have worked and produced effective results. each university involved in the project has extended own relation with several firms in order to promote further activities together and also to be a reference of new professional sources. In this sense, we have worked not only interacting with companies, but also with associations and social cooperatives, very common in our reality, in order to create opportunities for integrated working, as could also be the creation of spin-offs in terms of new ways employment, to prove that people with disabilities can bring added value to businesses taking on roles of youth entrepreneurship, or assume roles of cooperation and co-presences also finding themselves in situations that are particularly complex. The synergies between institutions, that produced effective results, emerged during our research and testing. We have worked with responsible for project on job placement as the SOUL project for University of Lazio and, also, we had the opportunity to compare various existing projects (Miur: Guidance and continuity in University, CISP Project, Roma TRE). As regards the innovations, we have experienced the important role that an association founded by students with and without disabilities (ACEMIS) may have for the construction of new projects to promote integration and inclusion, to collaborate, provide information and identify more keenly the expectations and the role of students in the path towards employability.
- **Politicians contact:** our universities have been involved in politic events which allow us to build a direct contact with several projects. As result, the project MATCH promoted by Province of Rome has allowed us their internal main list of 3.500 firms which respect the legal obligatory quote for employment of persons with disability.

- **Professional skills of tertiary students, mentors and counselors:** most of students have been involved in their first professional guidance and it was essential to allow them to acquire professional skills and to reflect on own competences and needs at the university and workplace as well. The commitment of the mentors in this process was fundamental and also they have declared that was very significant work together a person with disability with constant collaboration of the counselors. The reference figures (Counselor, Mentor) consistently have maintained an attitude of listening and encouraging the promotion of communication and interaction in the various design steps, trying to empower and involve the participant.

- **Academic skills:** students related that participate in this project has stimulated them to be more engaged in their studies in order to be able to get a job.

- **Motivation:** Coaching activities (Rogers, 2004) have stimulated motivation of students that want to achieve their results, always focusing on cooperation activities. In this way, the research team has a goal to facilitate the understanding and the awareness, through the construction of an integrator space of wishes, expectations, needs, individual learning and development, expressed by a person with a disability in the moment of creation of his own life plan.

- **Disclosure of disability:** it was a polemical issue among the discussions made throughout the project. However, most of them have confidence to declare their disability to the firm personally and in the curriculum vitae.

- **Live project:** The interviews have been used in a wide range of variability (in terms of durability, function, type) because the users, through a narrative dimension, might tell about themselves, their expectations, finding in the same interview "training" and orientation material, can provide additional cues to draw a path of conscious life. Often, in fact, as we shall see from the interviews, students with disabilities have developed expectations of specific work, well connected to their curriculum and properly aligned with its context of life.

Considering that our this project have had as bases the Learning approach, we could see some aspects regarding also the role of the teacher, according to the perspective of the student about the learning process:

- a) it depends on a single teacher and his own sensibility
- b) the learning progression should be more organized
- c) the academic and technical languages could become an obstacle
- d) the availability of classmates can sometimes can be a compensation in difficult situations

- e) the dimension of cooperative and laboratory learning reduces the relationship distances
- f) the essential technical aids are often provided considering the environment itself as a sufficient response to the need
- g) the greater attention to the management of time and space during the lessons in relation to special educational needs (memory, attention, understanding)
- h) the use of multiple choice tests during the examination is often inconvenient

In the professional transition, the key concepts of education, inclusion, learning and life, were declined in terms of strategies and activities with a focus on skills assessment, matching supply / demand / request for work, preparation and commitment to environmental awareness in different contexts and in relation to the quality of support.

Finally, a lot of importance is given to the study course (educational or working stage), representing a consolidated reality in our university system for all students throughout the curriculum. Specifically, much attention is paid to the expectations of the student with disabilities by providing a study course (stage) suitable to consolidate the autonomy and the need of self-realization.

#### **4.2. Challenges experienced during the project**

- To individualize the students: even if the high number of students with disability in our country, to find those available to participate of this project was not easy for several reasons.
- To individualize and take agreements with the firms: even if the experimentation doesn't previewed the effective occupation of the student, the economical crisis has become difficult the process of sensitization of the firms to agree in to collaborate with our project;
- Time management: Plan meetings and matches according to availability of the students and mentors.



## 5. RECOMMENDATIONS FOR SUSTAINABILITY OF THE PROJECT

In relation to possible strategies of help and support carried out by the University for a future job placement, it has been emerged from the interviews the following topics for discussion:

- a) the seriousness of formative internships and more practical to bring the student to the world of work;
- b) Peer-tutoring and tutoring (specialized Tutor, Assistant) in the various training's interactions;
- c) workshops and exercises taking considering methodology and didactics;
- d) the availability of support according to educational needs to attend the academic issues;
- e) continuity of Tutor's presence and role;
- f) awareness of training and relational academic environment;
- g) need of educational mediation in the transition from high school to the University (Tutor, Assistant);
- h) greater expendability of the curriculum in professional sense;
- i) avoid to create a gap between accademic studies and job realities;
- j) to promote the autonomy of the student with disabilities in several stages of own training process (competence, self-efficacy, responsibility);

Our university had an opportunity to participate in the national project that involves three universities of Rome, Turin and Polytechnic of Turin on employment of graduates with disabilities. One of the contributions that our University has given to the project was to be able to involve to the network built during the Leonardo project companies that assumed some students. There was born a broad discussion on the tools and people involved in the testing of the project Univers'Emploi, but waiting to be improved, also in Italian, for its possible application in other contexts.



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