

DEAF WORK

PATHS OF THE EDUCATIONAL-VOCATIONAL DEVELOPMENT OF A DEAF PERSON – AN INDIVIDUAL PERSPECTIVE



INTRODUCTION

A cooperation with a deaf client should meet a few general requirements, i.e.:

- tailoring support to the individual needs
- overcoming barriers that prevent the clients from entering labour market
- designing development plans in line with a specific job post
- collaborating with employers and labour market institutions

Three perspectives on how to individualise career guidance:

- 1. Setting professional goals with respect to:**
 - diagnosed potential
 - preferences, social competences and professional inclinations
- 2. Selecting diagnostic tools depending on:**
 - perception abilities
 - communication skills
 - intellectual skills
- 3. Selecting tools and methods for activating the clients with a view to:**
 - individual learning styles
 - motivation level
 - other objective factors, e.g. labour market situation, a client's mobility, family commitments



Notice:

An individual perspective on supporting deaf people does not only mean defining individual career goals or selecting proper diagnostic tools and activation methods, but it also includes setting a desired level of language and communication skills. All this information together should serve as a basis for the process of activating clients.

DEAF WORK – Model Dedicated to Improve Employment Accessibility Among the Deaf People

EXAMPLES

Overcoming barriers that prevent clients from entering labour market

Here are some sample questions that allow to evaluate the barriers faced by prospective clients (depending on an answer choose either the „YES” [A] or „NO” [B] set of questions):

THE „A” SET

- How long did you stay at each of your previous workplaces?
- What were the causes of the employment gaps?
How long did they last?
- What have you done for a living so far?
- What types of contracts have you been offered so far?
- What was the reason for changing job (better salary, personal conflicts, career aspirations, family situation, others)?
- Did you find your previous employment independently?
- Are the members of your family employed?
- What is your source of income?

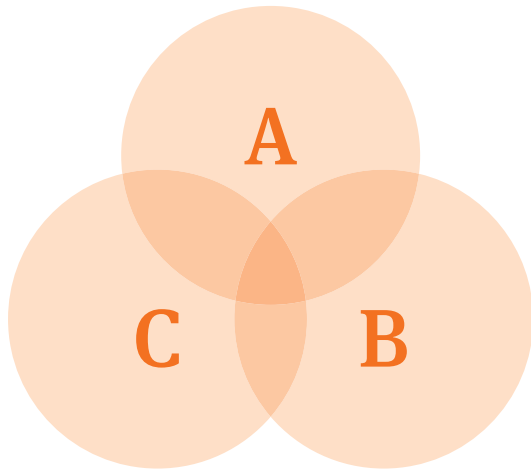
THE „B” SET

- Does the client have any work experiences (helping family members, volunteering, helping acquaintances, apprenticeships etc.)?
- What does the client’s typical day look like?
- Does the client carry out any household chores?
- Is the client able to establish his or her career goals?
How attainable are they?
- Are the client’s parents employed? What do they do?
- Does the client have any interests or hobbies?
- What does the client do for leisure?



The aim is to identify an area that plays the most important role in the client’s life at current moment.

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SUPPORT AREAS

A
knowledge – skills – professional competences

B
knowledge – skills – social competences

C
unrealistic expectations about labour market

THE STRATEGIES FOR COPING WITH DIFFICULTIES IN PARTICULAR AREAS:

→ difficulties in the „A” area

- adjusting workplace to the skills possessed by the client
- gaining knowledge – skills – professional competences

→ difficulties in the „B” area

- observing behaviour at workplace to make a detailed assessment
- gaining knowledge – skills – social competences

→ difficulties in the „C” area

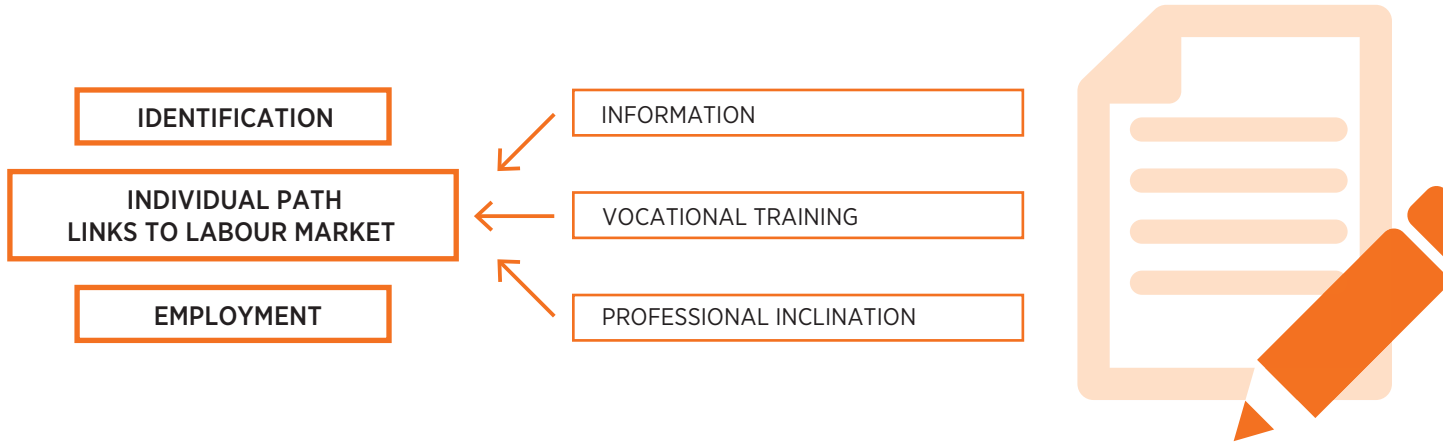
- shaping realistic expectations about labour market
- the possibility of client’s resignation

Notice:

One of the conditions for a good collaboration with a deaf client is to simultaneously seek active cooperation with employers and labour market institutions at the same time.

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PATHS OF EDUCATIONAL-VOCATIONAL DEVELOPMENT



IDENTIFICATION

- has a diagnostic nature and serves to recognize the needs and preferences of a client.

INDIVIDUAL PATH LINKED TO LABOUR MARKET

- it assumes taking actions oriented at reaching a level of a professional goal that has been defined during assessment. The path consists of parts that could be freely chosen from 3 following modules:
 - information
 - vocational training
 - professional inclination

INNOVATION

The proposed scheme of the educational-vocational paths has an innovative character since it:

- proposes a complete support process for deaf people
- puts an emphasis on empowerment in the context of a workplace (a contact with an actual workplace),
- effectiveness (the very first stage of assessment allows to measure whether a client will stay in the process or not)
- provides a possibility of filling competence gaps

