



SEN Employment Links

# Evaluation Report

Output 03: Passport to Employment for Young  
People with Special Educational Needs/Disability

**Report: SEN Employment Links**  
**Output O3: Passport to Employment for Young People with Special Educational Needs/Disability**

The report describes the progress of work and outcomes of the SENEL partners collaborative effort on output 3: Passport to Employment for Young People with Special Educational Needs/Disability. We offer quotes from the Application form and then continue with description of the works done and activities carried out. Project materials and contacts can be found at the project websites [www.jamk.fi/senel](http://www.jamk.fi/senel).

Outcome 2	Self-assessment
<p><b>The Passport for Employment will:</b></p> <ul style="list-style-type: none"> <li>-be an on-line guidance and self-advocacy tool and</li> <li>- be aimed at VET students with SEND, teachers, counsellors and other VET personnel</li> <li>-be a web based interactive tool</li> <li>-be available as a printable version (PDF format)</li> <li>-be built on efficient mechanisms already existing in partner countries, namely individual planning (Finland) and links to employers (England).</li> <li>-be useful during and at the end of VET studies within VET college and in transition to the workplace.</li> <li>-be inspired by already existing European tools (e.g. Europass, Kyvyt.fi).</li> </ul> <p>In addition,</p> <ul style="list-style-type: none"> <li>-help its users to quickly and efficiently describe their skills, competences and strengths as well as their needs.</li> <li>-consist of virtual spaces, where the student can add, review and visualise the development of his abilities, strengths, aspirations and achievements throughout</li> </ul>	<p>The development of the Passport was a collaborative process, where different perspectives from the partners, stakeholders and organizations were taken into account.</p> <p>The guiding principle was to develop a tool, which enables the users to adapt it and accommodate the sections for their needs. Before all the strength-based approach was emphasized.</p> <p>The Passport was developed keeping in mind the different users: persons with SEND, teachers of VET and adult education providers, counsellors in organizations and personnel at employment agencies. The tool is technically adjustable for this reason.</p> <p>The Passport is an online tool, which can be adjusted to the individual needs and then printed if needed.</p> <p>The structure of the Passport enables individual adjustments. The tool includes sections, where individual needs can be expressed. Some sections, if not necessary, can be removed and some sections stressed or added.</p> <p>The structure of the Passport is cumulative: the process can be started at the beginning of the studies and added along the course of studies. It can be adjusted for transitions.</p> <p>JAMK, the leading partner in the development of the Passport, has been using other European tools like</p>

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<p>his/her VET educational career</p> <p>-allow the student to produce an outline of the most important and unique abilities which shall be used for self-advocacy purposes and as a support while applying for a job or maintaining employment in early career stages.</p> <ul style="list-style-type: none"> <li>• Make it possible for the students to develop a personalized portfolio outlining individual needs related to employment, abilities, knowledge and skills, and personal strengths that shall be put forward while transiting from school to work</li> <li>• be designed to be used with support or collaboration from teachers, trainers, counsellors relatives or friends, if required.</li> </ul>	<p>Europass or Kyvyt.fi for its students for years. The experiences of these tools have been taken into account in the Passport.</p> <p>The Passport is adjustable, and it is easy to adapt according to the needs of the users. Also technically it is not difficult to use. Printable versions are possible for those who prefer them. The Passport has been developed on the principle of strengths and competences. (so called “competence hand”).</p>
<p><u>The work connected with O3 will be divided into two phases: development and piloting.</u></p> <p><u>Development (JAMK responsible):</u></p> <p>JAMK will lead this activity with specialist advice and knowledge from FAIDD. All other partners will be responsible for feedback, testing in country specific environments such as VET colleges, and in adapting the tool for national contexts.</p> <p>To develop the Passport:</p> <p>-JAMK will drafting the preliminary outline of tool</p> <p>-MU, PFH and JAMK will give feedback in the form of minutes from discussions and meetings with VET professionals, teachers, counsellors and students (responsibility of AL, FAIDD, AGAPO and BSG).</p>	<p>The development of the Passport started with discussions with the other Finnish partner, FAIDD. Initial ideas, wishes and comments were also gathered from JAMK’s students: SEN teacher education and study counsellors.</p> <p>This phase included also discussions with employers having employees with special educational needs.</p> <p>After that, the competence-based approach was decided to be the leading principle throughout the process. The preliminary idea of the Passport was presented to the partners via emails, online and face-to-face meetings (the first draft in the spring 2015). After getting feedback from the partners, the passport was further developed.</p> <p>The first version of the Passport was presented at the M3 Transnational Meeting in Germany in January 2016. Based on several discussions, group work and presentations at the meeting the Passport was finalized by JAMK at the beginning of 2017. It was translated from Finnish into national languages CZ, German, English), and distributed to the partners for piloting.</p>

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<p>-JAMK will develop and manage the web based environment and printable PDF version of the Passport</p> <p>-JAMK will write an introduction to the Passport</p> <p>-JAMK will produce an activity report including a self-evaluation section on the completed development work.</p>	<p>The advantage of the online Passport is its adaptability. For those who prefer a paper version, the Czech partners also prepared a printable “toolkit” consisting of the Mini-Guide, the Passport and a USB-stick.</p> <p>JAMK has written the introductory part to the Passport and the Activity report.</p>
<p><u>Piloting:</u></p> <p>The draft Passport will be used for piloting and implementation with VET students with SEN at VET colleges and employment support agencies. This activity will:</p> <ul style="list-style-type: none"> <li>-be led and coordinated by PFH and supported by VET college BSG</li> <li>-involve further refinement of the tool in each partner country (responsibility BSG, AGAPO, FAIDD, AL)</li> <li>-use outcomes of piloting and feedback for finalizing the tool (responsibility PFH and BSG).</li> <li>-be completed by updating the final on-line and pdf-versions of the Passport</li> </ul> <p>The transnational meeting for this activity by UoN in June 2017.</p>	<p>The updated Passport was sent to all partners for piloting at the beginning of 2017. Although the German partners responsible for it, all partners piloted it in VET colleges, in employment agencies or other employment related organizations. Some partners asked for feedback from their university students.</p> <p>The feedback was mainly positive, but there were some minor technical issues to be solved. All the corrections were made before the transnational meeting M4 at Northampton in June 2017. The Passport was presented to the audience at the meeting, discussed in groups and in the management group meetings after the meeting. The “Outcome Package”, prepared by MU, was presented in the transnational meeting at Northampton. The package consisted of paper versions of the Mini-Guide and the Passport and additionally an USB-stick.</p> <p>The finalized Passport was saved to the project’s web page where it is freely unloadable.</p>

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## The Partnership

