Activity 1100

State of the Art Analyses of Models for vocational Guidance and aptitude Test Procedures

1.0 Introduction

1.1 Terminology

Deaf people are members of a linguistic and cultural minority which is distributed throughout Europe. Deaf people identify with each other by virtue of their developmental, educational and social experiences.

Deaf people have developed different languages in each country of Europe. These languages are *signed languages* being articulated in space and requiring the visual attention of the viewer.

Sign languages of each country are named differently: Osterreichische Gebärdensprache, Viittomakieli, Deutsche Gebärdensprache, Lengua de Signos Espanola, British Sign Language and Slovenian Sign Language and are not mutually intelligible. Nevertheless, there are contact forms of signing which occur when Deaf signers are in contact. This is less than a full international form since it changes according to the interacting parties. This applies even though there are attempts to call this contact signing – International Sign.

Hearing loss is not the sole determiner of membership of the Deaf community. People who have a hearing loss cannot be assumed to be Deaf in this sense. For the sake of clarity, in this report we will use *Deaf* to refer only to members of the Deaf community and use the term, *people with a hearing loss*, to refer to all those who have a diagnosed hearing loss. *Hard–of hearing* is reserved for those who have an early hearing loss or acquire a hearing loss but whose primary identification is with hearing people and whose language is spoken language.

Sign languages are now shown to be full languages with their unique grammar and lexicon. Such languages are similar to spoken languages in terms of learning, requiring the same commitment, contact and length of residence as spoken language learning.

1.2 VOGS: Vocational Guidance Standard Model for Deaf People in Europe

Deaf people constitute a linguistic and cultural minority group within Europe.

Their social status however, is as a disadvantaged group in Europe, who experience difficulties in obtaining training, guidance and counselling in the employment field. Typically training is provided in spoken language, which is a second language for Deaf people, because they have access to a full first language – sign language.

In many countries, the only possibility to obtain vocational and general training is either in speech or through sign language interpreters; apart from Finland and the UK, this service is offered to Deaf people rarely.

For these reasons, VOGS will develop a Deaf oriented specific training and job guidance and counselling model for deaf people in Europe. Within a strong and highly competent European partnership, this model will be tested in a pilot phase within the project. The model is a holistic one which should be the basis for a new approach and also an expression of the inclusion of the person as a whole in the guidance and counselling process (not only vocational competencies and qualifications but also personal habits and social competencies will be approached by the model). Furthermore, this model will consist of psychological testing procedures as well as of an innovative tandem guidance method (hearing and deaf counsellors together).

1.3 VOGS aims and objectives

- To develop a new counselling and guidance model for Deaf People
- To develop specific training tools to improve the skills, attitudes and motivation of those working with Deaf people
- To create a standardised procedure adapted for Deaf people

1.4 WP 1 Specification:

State of the Art - Analysis of educational guidance models and aptitude diagnostic test procedures with a vocational orientation and a guidance emphasis. A set of criteria for the development of a model procedure for Deaf and hard-of hearing people will be

developed. Existing models or practices will be surveyed, analysed and assessed according to these criteria.

1.6 Activity Detail: No 1100

With reference to Deaf and hard of hearing people, a description of

- existing educational and vocational guidance models with a pedagogical context
- aptitude diagnostic tests procedures in regard of vocational guidance and vocational orientation

2.0 Understanding the situation in this field

2.1 Current issues in Guidance and Counselling

Swain, Griffiths and Heyman (2003) highlight a major shift in the current view on counselling which is applied in many areas of work with Deaf people in the UK. It suggests a major change from the individualised model of disability to a social view which emphasises the social adjustment to be made by those around the disabled person. This perspective does not personalise the problem in the individual.

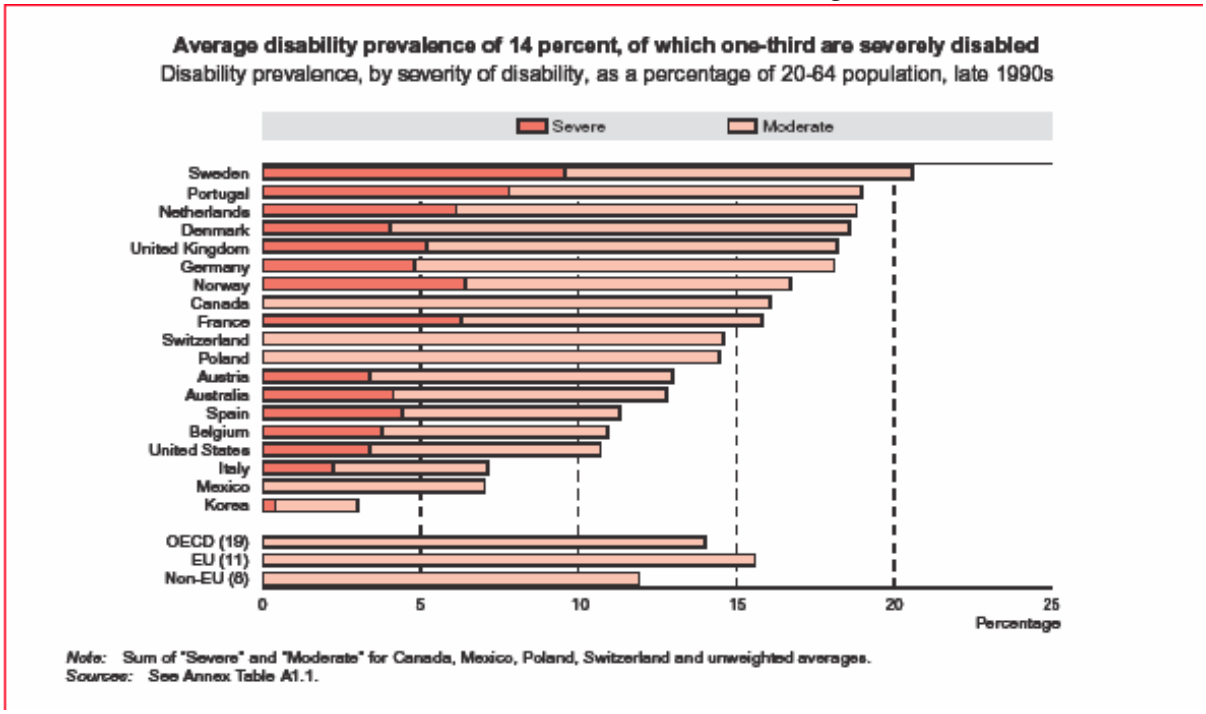
> The social model has been significant in a number of ways. First, it stands in direct opposition to the dominant individualistic models of disability which include tragedy and medical models. In particular, the medical model assumes that the difficulties faced by disabled people are a direct result of their individual impairments. The social model of disability, on the other hand, recognises the social origins of disability in a society organised and constructed by and for non-disabled people. The disadvantages or restrictions, often referred to as barriers, experienced by disabled people, permeate every aspect of the physical and social environment: attitudes, institutions, language and culture, organisation and delivery of support services, and the power relations and structures of which society is constructed (Oliver, 1990; Swain et al., 1998).
>
> Second, the social model of disability promotes the personal and political empowerment of disabled people. As Mercer and Barnes state, 'the medical approach concentrates on a set of discrete functional limitations requiring technical intervention and individual adjustment' (2000, p. 85). The social model engenders self-confidence and pride, rather than the guilt and shame associated with the individual tragedy model. The political implications of the social model, often explicitly stated, are to promote the collective struggle by disabled people for social change, equality, social justice and the rights of full participative citizenship.
>
> Swain et al (2003) p 138-9

This approach which is the basis of Deaf Studies considers diversity as a positive feature of society and in the model of employment counselling seeks to ensure that Deaf people are dealt with in their own terms and through their own language.

2.2 Disability Issues internationally – employment and benefit

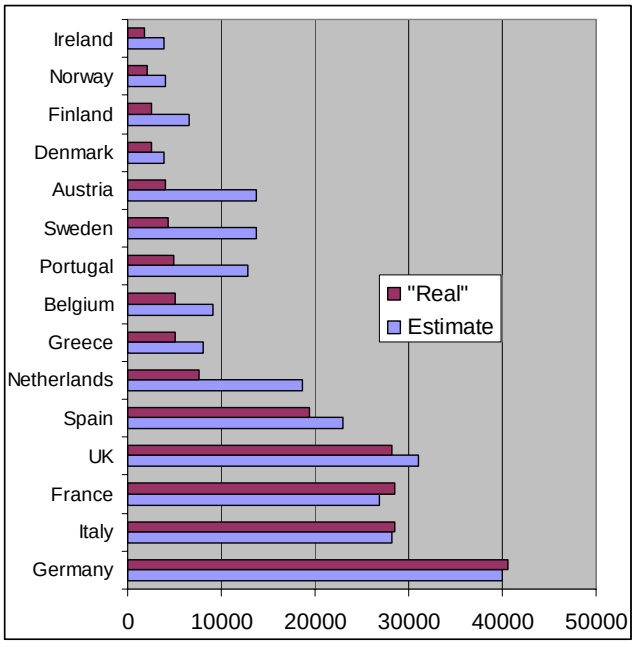
There are many studies of the nature of disability and the way in which we deal with it. The two key statistics for the OECD (2003) are the rate of reported disability (and hence the definition) and extent of benefit payments. The major concern is that it becomes more economic for the individual to live on benefits than to enter the job market. Figure 2.1 shows the disability rates and Figure 2.3 shows the benefits.

In Figure 2.1 we can see that countries such as Sweden, Portugal, Norway and France have high reported rates of sever disability (over 6% of the population) while Austria, USA, and Italy have low reported rates – under 4%. There could be a range of social policy issues for these as we probably believe that there should be no difference in the industrialised nations.



This type of problem also occurs in reporting of hearing loss. Figure 2.2 shows the estimated figures from deaf organisations in the EU countries.

Figure 2.2: Most deaf associations over-estimate the number of Deaf people (Sign On Europe, 1997)



On the basis of a standardised figure of one in 2000 of the population who are likely to be members of the deaf community, then we can see that there are large over-estimates in several countries. This raises the question of what constitutes the definition of deafness and whether the education system has separated out those who are hard of hearing from those who are deaf. There is no simple answer.

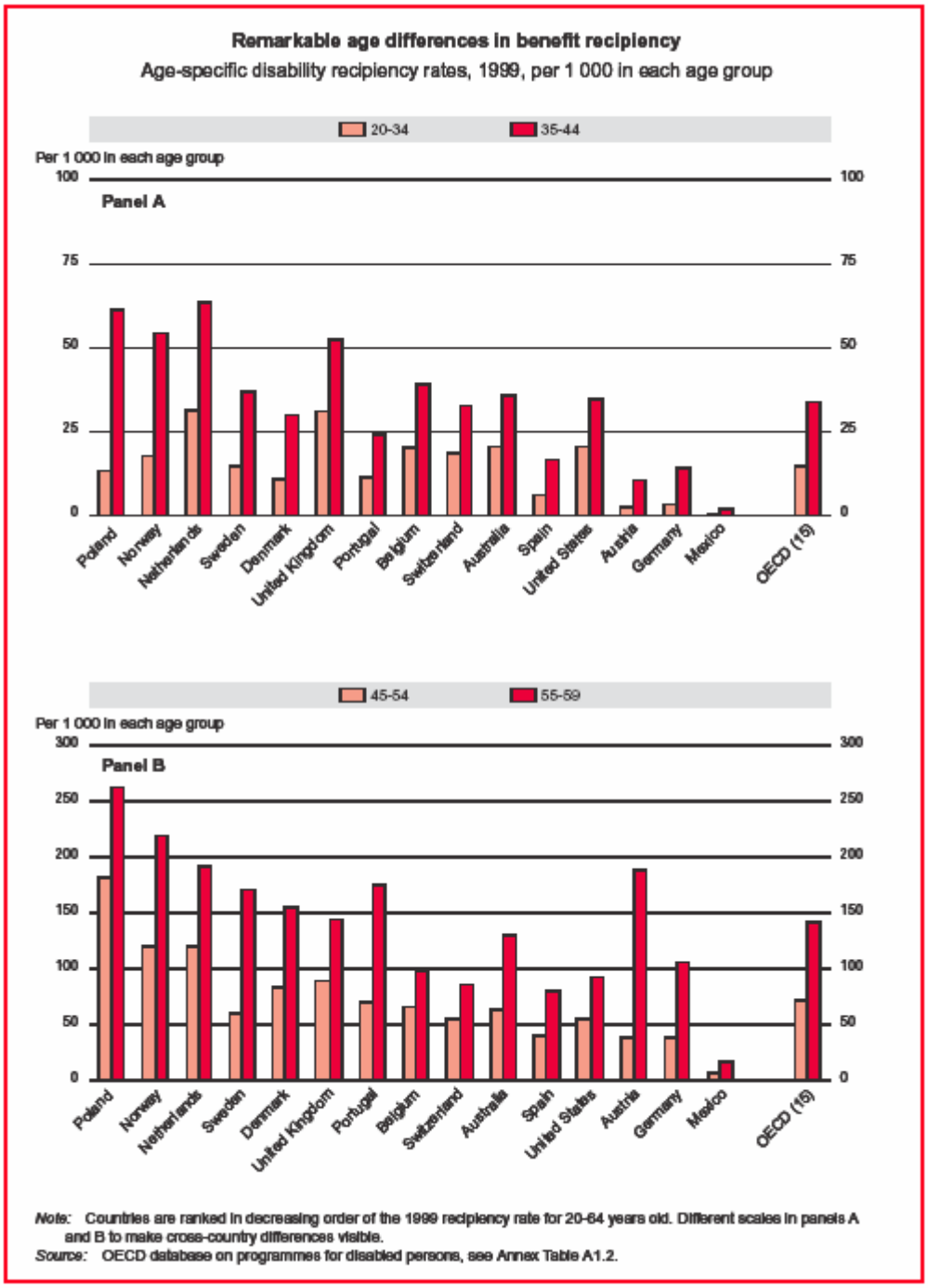


Figure 2.3 shows that the rate of benefit payments varies enormously according to age and according to country. In the case of Austria, the major benefit payments are to those people over the age of 55 years. The benefit figures are of some interest because they imply the distribution of expectation about work and about non-work. OECD argue strongly for a separation of the concept of disability from the concept of ability to work – and in reality, that is what the VOGS project is focused on.

2.3 Employment Counselling

There has been a major increase in interest in the transition to work and the need to support this process, in most developed countries. Sweet (2001) sets out the issue in a nutshell:

> Taken together these developments in education policy, in labour market policy and in welfare policy, imply a greatly increased role for information, guidance and counselling services. This poses a significant question for governments. How can they greatly increase public access to such services, yet at the same time make sure that quality is maintained and that services are affordable? In posing the question in this way, attention is focused upon some central issues in the organisation, management and delivery of these services, and upon questions about priorities, access, quality and affordability. Sweet (2001) p3 of web version.

He identifies the change in approach with advances in the supporting techniques (cost efficiencies)

> ….new techniques and new technologies have provided substantial scope for productivity gains in the delivery of career information and guidance services. These include relatively low-cost methods such as the Holland Self Directed Search, either paper-and-pencil or computer based, and the types of triage or screening instruments that have been developed in public employment services to better match service delivery to client needs. They include a wide array of computer-based techniques, either CD-ROM or Internet-based, that can assist career exploration and decision making. Sweet (2001) p3

While such techniques might be appropriate in general terms with mainstream groups, there could be issues for disabled people. In any case, he is not advocating their wholesale use and sees the issue in terms of many inter-locking non traditional means of supporting entry into the job market – e.g. on-line information, visits to schools by employers and so on. He then offers a series of key issues:

- Delivery models – while looking for a balance between information systems and counselling, there is a need to be clear on the boundaries between information services, advisory services, guidance and counselling. There are also issues about how to staff these.

- Costs and benefits – there is a need to determine the cost effectiveness of models in relation to need and to success. This might vary from one country to another.

- Roles of the parties – how are the varying roles of employers, information services, public bodies to be seen in terms of providing the resource and expertise to the services

- Staffing – this is not so much a static level of entry to the profession but rather how to meet the dynamic aspect of both employment and the means of delivery.

- Financing – this is closely related to the above but varies from country to country. Who pays for employment counselling?

- Quality – this implies the need to assess or monitor provision and to benchmark it against some criteria. This is a VOGS aim - although at this time, these criteria are not easily quantifiable nor can they be used in accountability exercises.

- Knowledge base – to what extent do we have a readily accessible knowledge base in the field of deafness? The ability to draw on research or even core statistics would be of significant value in determining whether a system might be working or not.

These issues will be addressed in the course of the VOGS project and will be the basis of solutions for the counselling of Deaf people.

2.4 Employment Counselling/Guidance in the UK

There are considerable variations in the situation across Europe in regard to counselling. The OECD has carried out a recent survey and there are country guides which they have published which are of some interest. We can first examine the UK situation and then consider other countries where we have data.

> …. labour market of the United Kingdom is a very flexible one. Levels of employment protection are relatively low: it is relatively easy for employers both to hire and to fire; …. …many students work. Nearly 45% of all teenage students in the United Kingdom are in the labour market, compared to an OECD average of only around one in five, and half of all 20-24 year-old students have a job, compared to an OECD average of only around one third. OECD (2003) p7-8

The nature of the employment market is quite a significant feature. It is also true that this allows more attention to employment counselling.

> … career guidance is very highly developed in the United Kingdom. It is available widely across sectors of education and the labour market, as well as in community settings. … it has a very highly developed set of institutional support arrangements: a strong legislative base that includes both obligations upon providers and individual entitlements; harmonised representative organisations for career guidance practitioners; quality standards that have more than a voluntary application; policy advice and co-ordination mechanisms; training and qualification frameworks; lobby groups; political support; and research and evaluation support.

This also makes it more difficult to discuss in simple terms – the players in the field are very diverse. However, there has been a great deal of attention to the needs of entry to the job market and there has been a particularly strong focus in regard to young people. After many changes, in 2001, the Connexions service came into being – it has a strong emphasis on inclusion for all.

> Its range of services is considerably broader than career guidance. It is intended to include the full range of support services needed by young people in the transition from school. These could include … help with issues as diverse as teenage pregnancy, financial advice, housing, and drug problems. Connexions also advertises itself as providing information and access to personal development opportunities such as community service and volunteering, and

> specialist advice and services to remove barriers to participation in learning; OECD (2003) p11

All personal advisers are now required to take courses of a generic nature to work with young people – not simply careers guidance. However, there are differences – e.g. Wales has not accepted the focus solely on young people. Connexions tend to focus resource on those most at risk – and provide more group work and IT applications for the rest of the population. An additional feature of the career guidance system in the UK is that the schools also have a responsibility and tend to work in partnership with the external agency.

Adults are catered for in a different way. In 2002 the employment service and the benefits agency were merged into Job Centre Plus. This is a means to link those who are unemployed with the appropriate benefits but also to provide them with personal guidance. www.jobcentreplus.com

> Jobcentre Plus is an important provider of career guidance in Great Britain. It plays a significant role in large part through the New Deal programmes, where unemployed people can be referred to specialised career guidance through contracted provision.

Staff in Jobcentre Plus is subject to targets and are increasingly assessed in terms of quality frameworks – while not being explicitly careers guidance staff. General careers guidance is provided in a range of ways by public and private agencies – Deaf people may receive support from contracted out services run by Deaf associations or others.

As part of the development in the late 1990s, Information, Advice and Guidance (IAG) partnerships were set up. http://www.lifelonglearning.co.uk/iag/ These have targeted funding and can involve a range of public and private organisations. In order to receive funding they have to achieve targets for dealing with customers and must reach quality standards set down. They are also expected to be innovative and will use a range of means to support people – there is less emphasis on coming to a central location, and more use of ICT.

Learndirect is another component of the services whereby advice and guidance is available on-line. www.learndirect.co.uk offers a huge range of learning opportunities and guidance on how to deal with them. It focuses on adults with low levels of qualification and operates as a call centre with a textphone number. These centres are staffed from 08.00 until 22.00, 365 days a year. It is claimed that over 5 million people have called the service since it started in 1998. There are information advisers who deal with the basic queries and then learning advisers who will deal with more complex queries. There is a third level of staff - lifelong learning advisers who deal with most complex situations. They access a data base of over 600,000 courses and use the web site which offers the same – it is claimed to have had over 10 million hits in three years since 2000.

Another feature of the system is the trade union involvement where there are 3,500 union learning representatives who provide low level guidance to workers. The numbers are meant to increase sevenfold up to 2010.

Organisations working in this are expected to adhere to the matrix quality standard www.matrix-quality-standard.com and there is a great deal of information on this.

The **matrix** Standard is a national quality standard for organisations delivering information, advice and guidance services for learning and work.

It consists of 10 Elements which define best practice in assisting users of the service and in the efficient management of people and resources:

Five of the Elements are about **delivery** of the service and measure how people are helped to:

- be aware of and engage with the service
- understand the nature of the service
- agree how they will use the service
- gain access and use information
- explore options and make choices

The other five Elements are about **managing** the service and measure how the organisation:

- plans and maintains its service
- obtains and uses premises and equipment
- develops and maintains the competence of its staff
- makes effective use of feedback on the service provided
- ensures continuous quality improvement

This system offers a way of benchmarking what is to be done and a way of dealing with many of the issues which have arisen in setting out the criteria in the later sections of this deliverable.

One of the significant aspects of careers guidance in the UK is the institutional framework to support the process. There are:

- National Information Advice and Guidance Board - co-ordination of policy and provision both within and between the education and employment portfolios. Based at central government level.

- The Guidance council http://www.guidancecouncil.com/ - designed to support individuals and organisations in regard to career guidance and support.

- The Guidance Accreditation Board – which manages the matrix standard

- The Institute of Career Guidance (ICG) http://www.icg-uk.org/ offers a range of support systems for professionals in the field

- *The Employment National Training Organisation (EmpNTO)* EmpNTO is the national organisation responsible for setting training standards in a range of helping occupations including guidance, counselling, psychotherapy and mediation. http://www.ento.co.uk/

- The Association of Graduate Careers Advisory Services (AGCAS) represents career services in higher education. http://www.agcas.org.uk/

- *The Federation of Professional Associations for Guidance* FEDPAG is a recently formed umbrella body that represents career guidance practitioners working in all sectors. http://www.fedpig.com/

The range of services which can be offered are considerable in the UK. What is significant is the open-ness of the system. The key is inclusion and the provision for need. There are key targets for disability and other markers of disadvantage and these are treated seriously.

There is no single model as such – just a set of inter-locking services. What is notable about the UK system is that it sets information at the heart of the system and looks for innovative ways to deliver that information. The information delivery begins at age 13 in the Connexions service and continues through Jobcentre Plus and LearnDirect. All of these use technology for distance access and all cater for all people – there is no separate systems for disabled people or Deaf people. What does occur is the referral to separate agencies when specific guidance is required. Such specialised services can involve job assessment, personal counselling and work placement. However, the general sense is that the whole is a generic model.

2.6 International Views

There is a considerable literature on the status of job counselling and career guidance in developed countries.

2.6.1 School to Work

One of the major pre-occupations is the transition from school to work (Bowers, Sonnet & Bardone, 2000). Although there were optimistic message in the 1970s, by the end of the 20th century there are still serious concerns about integration of youth into the employment market. Generally speaking reductions in the figures for youth unemployment have been because education has been extended – not because more have found jobs. However, it is also true that those who attain higher qualifications are more likely to find work. However, overall, youth employment has not increased in the last 20 years and the greatest problems are for those who are disadvantaged.

The country by country differences are quite marked. In Germany and Austria there are apprenticeship schemes which lead to lower unemployment rates.

> The main features of the dual system are: trainees are trained in State-recognised occupations requiring formal training, defined in close co-operation with official bodies, management and labour; the apprentice has a formal contract with the firm; the training element is a mix of regular education and on-the-job training supervised by the educational authorities and the social partners; Bowers et al, 2001, p19

This might make it easier to create the transition for most students – it is not clear that this works so effectively for Deaf students. In many other countries, the training takes place in an educational establishment with some on-the-job training.

There are also other models

> The opening up of new pathways is also evident in tertiary education. Shorter and more work-oriented tertiary studies have resulted from the development of the Fachhochschulen (specialist colleges) in German-speaking countries, the higher professional schools in the Czech Republic …. Bowers et al, 2001, p 21

This creates a different framework for guidance and probably different priorities. Other initiatives exist.

> The Youth Work Guarantee plan (YWG)[31] in the Netherlands and the United Kingdom's New Deal apply the same principles as the Danish package, whereby young people receive benefits only if they attend a training scheme or sign up for a work-experience programme. In exchange the government will try to guarantee a sufficient supply of training and work-experience places. Under the New Deal, all young people aged 18-24 years, who have been claiming Jobseeker's Allowance for 6 months, must first enter an initial Gateway programme which lasts for up to 4 months and consists of intensive counselling and guidance. Then they are offered a choice between 4 options: subsidised work with an employer in the regular labour market; six months' job creation programmes in the environment or voluntary sectors; full-time education and training for up to 12 months without loss of benefit; and entry to self-employment for at least 6 months. Bowers et al, 2001, p 27

The difficulty of course, is how to alert Deaf young people to these possibilities and then how to deliver the 'intensive guidance and counselling'. Where there is engagement by the disadvantaged young people, then there are clear indicators of success:

> Grubb (Proceedings of the Meeting of Ministers, 2000, p. 363) identifies five "precepts" for effective education and training:
> 1. Effective programmes for disadvantaged youths contain an appropriate mix of general (or remedial, or basic) education, occupational skills training, and work-based learning, in the best cases integrated with one another.
> 2. They provide a variety of support services, like counselling and placement services.
> 3. They maintain strong links to the local labour market and garner employer support for the programmes.
> 4. They provide their clients with pathways of further education opportunities, so that they can continue education and training if they wish.
> 5. They collect appropriate information about their results and use these to improve the quality of their programmes.

What is clear from all of these comments is the need to understand school to work transition in terms of information provision and advice as well as direct traditional guidance. There is no real suggestion that screening or general assessment should be part of that process.

2.6.2 Career Guidance

The OECD as indicated above has become involved in research on career guidance and has collected responses from many Member States. In this section, we consider some of these responses. OECD begin with a helpful definition which will underpin the work of VOGS,

> The term "information, guidance and counselling services" refers to services intended to assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers.

Austria (2001) National Report: Career Information, Guidance & Counselling, Wien: Bundesministerium für Bildung – written by Peter Härtel, ph@stvg.com

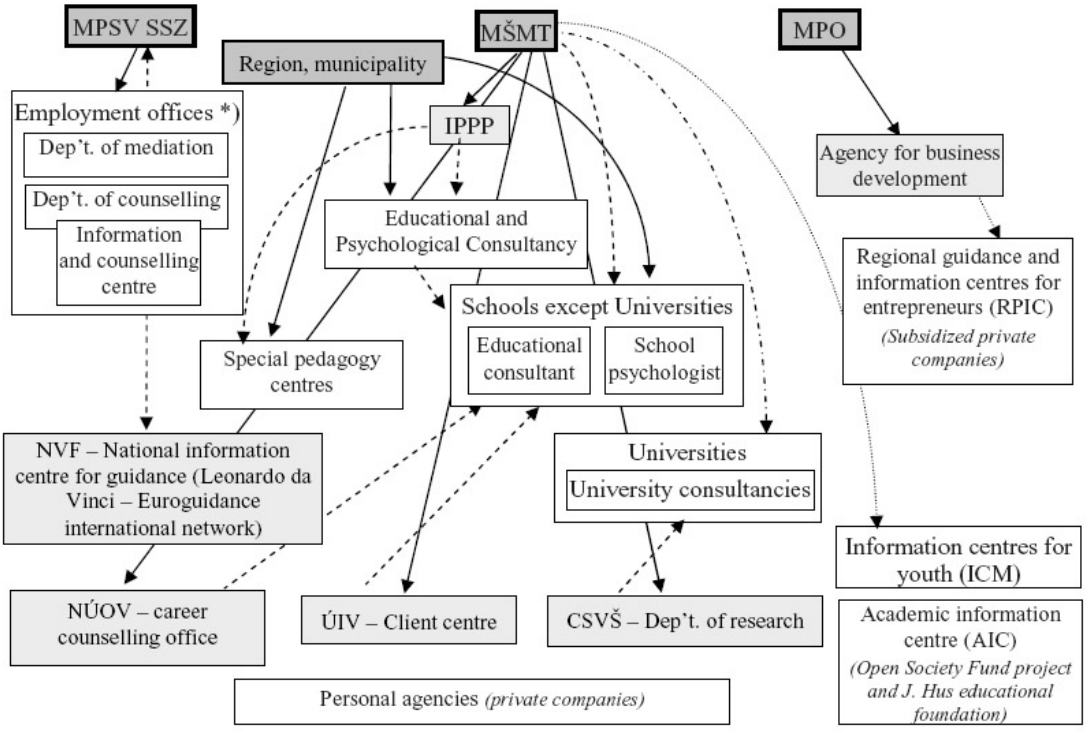
In Austria there is a wide range of public service organisations which deal with this area. Notable in this, is the Fachhochschul-courses and the creation of AMSŐ to deal with labour market policies after the 1994 Act. It is suggested that the Bundessozialämter have the responsibility to deal with disabled people in the workplace. Career guidance is meant to begin in school with psychologists providing counselling – of interest is the concept of pre-vocational school to aid the transition to further education or work. Careers guidance is mandatory even in special schools in Austria.

There are 52 vocational guidance centres in Austria to provide the range of information for employment. In addition to the services offered it is claimed that there are many, sometimes temporary, projects for disabled people.

There is a great deal of information in this extensive report which it is appropriate for national partners to utilise in placing their development plans for VOGS.

Czech Republic (2003) National Report: Career Information, Guidance & Counselling,

There is a helpful diagram indicating the range of organisations involved in the process.



The lines indicate the extent of help provided – the more solid, the more extensive.

The system of information, guidance and counselling services existing under the Ministry of Labour and Social Affairs consists of three components:

1 **Institutions dealing with organisational and methodological tasks:** MPSV (through the Administration of Employment Services), board of consultants for counselling and 77 employment offices,

2 **Consulting centres:** 77 departments of retraining and information and consulting centres and 15 centres of balance diagnostics,

3 More than 300 private recruitment agencies which get an authorisation for employment mediation on basis of an application submitted with the Ministry of Labour and Social Affairs

As in most countries there is an extensive network which ranges from intervention in school to specialised centres for vocational work.

Finland: Information, Guidance and Counselling: national questionnaire (2002) Paris: OECD (website) written by Helena Kasurinen & Raimo Vuorinen, Institute for Educational Research, University of Jyväskylä

The key issue here is the centrality of information as well as the significance of lifelong service. There is a simple division in the provision: student counselling within the public school system, and the information, guidance and counselling services run by the public labour administration. There are two areas of legislation which deal with guidance - the Employment Services Act 1005/1993 and the Employment Services Decree 1251/1993. These specifically allow for support to disabled people

> Vocational rehabilitation is intended to promote the vocational planning and placement of the disabled as well as their ability to hold to their jobs.

In order to describe the various professionals involved, an indicator of competencies is provided. The emphasis seems to be on inter-personal skills rather than on testing.

		Competence					
		Communication skills	Group facilitation skills	Individual and group assessment skills	Labour market knowledge	Knowledge of career development theory	Other
Type of staff position	Vocational psychologist	X	X	X	X	X	Therapeutic skills
	Educational adviser	X	X		X		Knowledge of the educational system in general and HOW to find the information in question
	Special needs consultant	X		X	X	X	Knowledge of vocational rehabilitation and medicine
	Job-club trainer	X	X	X	X	X	Knowledge of how to find work, the "hidden labour market"
	School counsellor	X	X	X	X	X	ICT skills

The approach taken seems to be more one of self-assessment and the whole area of psychological testing is de-emphasised. In Austria, the return indicates that new batteries of tests have been created to deal with the drop-out rate in third level education.

Germany (2001) Policies for Information, Guidance and Counselling Services, Federal Employment Service, Division Ia1, on OECD web site

Their summary is simple:

> Education information, guidance and counselling is provided by school psychologists, school counsellors and teachers (in the stricter sense), who counsel on school career and vocational orientation. Responsibility and financing lies with the school authorities of the *Länder*.

This supported by the Federal Employment Service which governed by a code. There are additional local services.

> At municipal level, there are training and continuing education counselling programmes financed by or on behalf of the municipalities, providing information and advice on local (continuing) 4 education and training opportunities (e.g. at the *Volkshochschulen* (adult education centres) or regional training centres)

In regard to disability and competences,

> .. special career counsellors for the disabled/rehabilitation counsellors undergo a specific further training in addition to their basic training as career counsellor.

There are 480 career counsellors for rehabilitation/severely disabled persons and 330 career counsellors for disabled young people. In addition, there are special career choice programmes for disabled young people, which are attended by some 36,000 young people annually.

There is a needs led resource for those in most need.

The country responses are a valuable resource in understanding the official working of the guidance system. However, typically, they give very little detail on the situation as experienced by Deaf people.

2.7 Comments

This degree of complexity makes it difficult to fit a simple deaf assessment module into place. The notion of diagnostic testing is not to be seen in this framework and the whole process concerns enablement and inclusion.

What it implies for VOGS is the need to develop a protocol for dealing with Deaf people in employment advice and guidance situations. Where we are dealing with counselling which adds the likelihood of personal factors interfering, then additional techniques might apply.

3.0 Background

3.1 Deaf people and Employment in Europe

Although we can now point to the competence of Deaf people in adult life, in their life skills for personal development for parenting and social interaction, they do continue to experience problems in socio-economic terms in regard to society as a whole. Typically, Deaf people have problems in access to their own language at an early age at home and at school leading to educational failure, lack of qualification and limited career opportunities. Why there has been persistence with such systems in most countries in the face of this failure for well over a hundred years, when Deaf people can be shown to be equal in intelligence to hearing people, remains a mystery. One possible explanation relates to the lack of power of Deaf people in adult life as a result of their lowered social economic position. This in turn makes the VOGS project of more significance in addressing the training and employment opportunities of Deaf people.

3.2 Size of the population

It is quite difficult to determine the numbers of Deaf people in Europe. Official statistics tend to produce estimates that are much higher than what we commonly believe to be true: the statistics published by the EC suggest that 33% of the adult working population have an impairment and 19% have a disability. Eleven per cent are expected to have a disability related to language, speech, vision or hearing. This reduces finally to a prediction of hearing problems for 2.65 million people in the UK. Even though this will include those who acquire a hearing loss the numbers seem to be inflated and unreliable. (Source: Eurostat, 1997, p137). We have not found adequate statistics that would allow us to make comparisons across the EU.

Our best estimates based on Deaf school attendance and adjustment to the population trends as a whole, is of one in two thousand of the population who identify themselves as Deaf and form the Deaf community.

When we asked participants in 1997, for their estimates, we see an interesting over-estimation by Deaf organisations and an under-estimate by members of the public (Table 1).

Table 1: Estimates of the signing community by Deaf organisations and be individuals in each country (1997)

	Institutions	Individuals	*"Real"*
Austria	13750	8227	4000
Belgium	9126	6200	5027
Finland	6577	6210	2515
France	26875	18433	28447
Germany	40000	21567	40538
Greece	8100	7819	5128
Ireland	3944	4214	1763
Italy	28227	4833	28526
Netherlands	18727	11643	7620
Norway	4000	5567	2150
Portugal	12857	2514	4931
Spain	22991	15394	19436
Sweden	13750	11719	4318
UK	31071	19819	28234
Total	**239995**	**144159**	**182633**

A typical compromise figure which is used in estimates is near on in a thousand people approximately 400,000 in the 15 member EU. In reality we do not know.

3.3 Experiences of Deaf people

Sign On Europe (1997) is an extensive study of the experiences of Deaf sign language users in the countries of the European Union (as it was at that time) plus Norway and Iceland. From 17 countries, 340 Deaf people aged 16 to 75 years, were interviewed. Some of the relevant findings are presented here in tabular form as the basis for our discussion on the situation of Deaf people now.

In the sample as a whole, 48% were male and 61% were married. There were country by country variations in this e.g. in Austria 81% of the sample were married and in Germany only 44% were male. However, because of the quota sampling method, the overall European sample matched what we know about both the Deaf and hearing communities.

Of the sample, in the EU, 78 % had attended a deaf school in their school career – this is important as it offers a socialising and enculturation experience. There was a wide variation in the nature of that schooling with 91% of Deaf people in Denmark attending a Day school while 85% of Irish Deaf people had gone to a residential school. In the VOGS countries, Finnish (75%) then Austrians (56%) were more likely to have

gone to residential school than Spanish, German or UK Deaf people (all around 40%). The age of starting school varied with Deaf people in the UK beginning by 4 years while Austrians, Finns and Germans claimed to be 6½ years old. This figure is significant since the vast majority had hearing parents and as a result, sign language was most likely to be learned at school. The later this learning took place, the more likely there are to be educational and other problems.

Linked to this is the extent of sign language experienced by the Deaf community.

Table 2: Deaf people's estimates of signing used by teachers compared to signing with peers (%)

Use of signing in class or outside	By/with Teachers	By/with Other children
Austria	38	88
Belgium	44	96
Denmark	36	72
Finland	33	100
France	47	86
Germany	0	87
Greece	61	87
Iceland	38	100
Ireland	46	93
Italy	80	90
Luxembourg	38	91
Netherlands	32	63
Norway	84	100
Portugal	19	94
Spain	33	83
Sweden	61	95
UK	18	88
Total	37	88

What is significant here is that Deaf people do most of their signing with other Deaf children and not with adult teachers. This pattern extends to families and hearing people at work. Deaf people are usually in situations where other people do not sign to them. The seriousness of this situation is clear when we asked specifically about when Deaf people learned to sign (Table 3).

Table 3: Aged learned to sign (%)

	5 years old or younger	over 5 years old
Austria	38	62
Belgium	64	36
Denmark	45	54
Finland	42	58
France	45	55
Germany	34	65
Greece	4	95
Iceland	50	51
Ireland	25	74
Italy	10	90
Luxembourg	13	88
Netherlands	38	63
Norway	33	66
Portugal	13	88
Spain	21	80
Sweden	56	44
UK	47	53
Total	35	65

In any assessment of language acquisition, these figures would be considered very extreme. More than two thirds of Deaf children learned their primary language after the critical period for language learning. Usually one expects difficulties in language use, in articulation and in cognition relating to communication. This is often reported in the research literature.

Even in countries which are now in the forefront of early sign language intervention, such as the Nordic countries, a very large percentage of Deaf people learned their language late. The figure for Belgium differs since Deaf people reported beginning school at the age of 3½ years old.

While this is a problem for education and for cognition it is also a problem in regard to dealing with other late learners – e.g. sign language interpreters. Only 65% of the sample thought they were good signers and only 55% thought they would understand other signers who lived 100km away. Not surprisingly, in interviews Deaf people frequently report a lack of confidence in understanding non-native signers (i.e. interpreters) and this is a major issue when it comes to training and guidance.

3.4 Deaf Employment in Europe

Most of our research data on Deaf people in Europe comes from reports such as Jones and Pullen (1987 – Inside we are all Equal) and Kyle and Allsop (1997 Sign on Europe) and from accounts embedded in other European Social Fund projects. Much of it confirms what we know already from national reports.

The typical observation on employment is that people are "underemployed rather than unemployed." Deaf people are likely to obtain poorer jobs than other groups in society.

Taking figures from the UK, in 1980-82, most Deaf people in the Deaf community worked in a factory - nearly 50% of all those in work. Deaf people tend to have the worst jobs. There was an age difference - younger Deaf people were more likely to be in offices. Deaf people generally had jobs in the unskilled and semi-skilled occupations (Kyle and Pullen, 1985 - 62%). Very few were found in Social Class I (Professional/Managerial) - generally less than 3%, as compared to more than 20% of hearing people. Kyle and Allsop (1982) found that very few Deaf people ever reached a position of supervision over others and the prospects for promotion were very bleak for most.

In 1997, the picture had changed somewhat in the UK but there were still major problems in Europe as a whole (table 4).

Table 4: Self-reported employment
ABC1= employment in offices, professional and managerial situations;
C2DE= employment in trades, semi-skilled and unskilled jobs;
N/E= not in employment, retired, student, at home.

	JOB %		
Country	ABC1	C2DE	N/E
Austria	19	38	44
Belgium	16	44	40
Denmark	0	36	64
Finland	8	33	58
France	15	24	61
Germany	6	16	78
Greece	21	21	58
Iceland	25	38	38
Ireland	17	58	25
Italy	40	0	60
Luxembourg	0	25	75
Netherlands	25	19	56
Norway	0	25	75
Portugal	7	64	29
Spain	6	41	53
Sweden	28	44	28
UK	3	22	75
Grand Total	*13*	*31*	*56*
	30	70	

There are national variations in this area and there are also problems of comparison as job categories and the way in which people think of themselves may vary from country to country. The overall office/professional result of 13% probably reflects a change which we have also detected in the UK where there is a clear split between the over 40 age group and those younger. The latter are more likely to report factory work while the younger group have had more access to further education and to training.

The largest group across Europe are in trades – e.g. carpentry, upholstery, skilled manual occupations. Around 25% thought their pay was less than that of hearing people in the same job.

We have further extensive data on the UK based on 5 years of repeated interviewing of a representative sample of Deaf people. The results show a shifting pattern of employment with many more Deaf people in University and in further training. IN this situation Deaf people have access to interpreters and often to signed content.

3.5 Support Services for Deaf people in Europe

There are almost certainly major differences in the services offered to Deaf people across Europe. Not only does the extent vary but the way in which they are applied is likely to vary. When we asked Deaf people, 15% said there was signing among Deaf people at college (i.e. post school), 12% said that hearing people signed and 38% said there were sign language interpreters. This included 63% in Austria, 56% in the UK and 50% in Finland who said there were interpreters at college. When asked about the existence of a further education centre or college which uses sign language, 38% said there was such place, with Finland (75%), UK (68%) and Germany (41%) most likely to identify such a place.

When asked about a College or University where students can sign, only 27% in Europe said there was, although in the UK (44%) and Germany (38%) more people agreed that there was. The majority believed there were full-time interpreters available, 58% although this figure was reduced in Austria (7%) and a training programme for interpreters 75% - which was also perceived by Deaf people in Austria.

These figures are a simple snapshot of Deaf views on services in Europe.

In a more detailed study of further and adult education (based on a representative sample of 240 Deaf people nationally in the UK), Dye and Kyle (2001) indicated that Deaf people were more likely to class themselves as current or recent learners - 67% as compared to 40% of hearing people in a national study. The percentage was highest among skilled manual workers. Barriers to adult education were not as one might have thought, communication, but rather the same ones as hearing people – financial, difficulty in taking time away from work. Only 7% said access to interpreters was a barrier. Drop-out rates from courses were also comparable to hearing people – around 6%. Most common training which was reported was computer studies. The view of adult and continuing education for Deaf people in the UK is relatively positive.

There was a somewhat different picture for work based training.

> "Work-based training tended to be shorter in duration than courses away from work, and usually conducted at the respondent's actual workspace. Work-based training usually involved learning in small groups, and involved other Deaf

people in only a third of reported episodes. Direct communication with the training leader was relatively rare, although those in non-manual occupations were more likely to report using sign language to communicate directly. In two-thirds of work-based training episodes there was *no communication support*. Most work-based training was practical, with the trainees being shown how to do things - this was more common for younger than for older respondents, and non-manual employees were most likely to be trained via *lectures/talks*."
(Dye and Kyle, 2001 p 7)

On the basis of this brief review there are grounds for optimism in regard to certain aspects of service provision but the overall results tend to show a clear north-south divide with the Nordic countries most advanced in service provision and the Mediterranean countries least well supported. The UK tends to be behind the Nordic countries but ahead of the mid-Europe countries having well-established national systems for sign language qualifications, sign language training course, legislation for work-related support to Deaf people and good coverage in the Media, daily news in sign language, weekly programmes and active advocacy.

In summary we can say that despite the problematic situation in regard to sign language acquisition and the socio-economic situation of Deaf people, there are grounds for optimism in terms of awareness in the employment situation. The major task for VOGS is to examine and to develop the preparation for work area to consider how best to deliver advice and support. Now termed job coaching when it applies to direct work placement and support, this has already been tackled in the FORUM project 1991-9 in a trans European initiative involving UK, Germany, Denmark, Belgium, France, Austria, Greece, Spain and Portugal. More details on this initiative and the work related support to Deaf people will be obtained and added as an appendix to this work package.

4.0 Examining the partners' responses

The task for this deliverable was to survey the provision in Europe for assessment of Deaf people to gain an indication of the State of the Art. The data collected is set out in the appendices and a brief analysis is presented here.

4.1 Approach taken

As part of a focused project on counselling, it was not possible to carry out a full-scale research project. Individual partners were asked to complete a simple questionnaire and form (Appendix 1) to describe what they knew of the methods in use at this time. Returns were sent by email and are collected here (Appendix 2). The questions concerning tests in use are collected at Appendix 3. One example of the form used in the first part of the counselling session is shown in Appendix 4.

4.2 Data analysis

The data does not form a complete picture of the activities of all partners. This aspect may become clearer later in the project.

Nevertheless, there are interesting points which can be made and which will form the basis of the second deliverable – the design for counselling – "criteria catalogue",

There is a wide discrepancy in the number of Deaf people attending partners' centres and it is unclear from this data as to the extent of a counselling session – a few minutes or a course over several weeks..

There are both Deaf and hearing signers in some of the teams. The extent of the competence in sign language is to be taken up in the second deliverable.

All advertise or receive referrals from what seem like traditional sources and there are possibilities for self referral.

The process of dealing with a Deaf person is still a little unclear and it is this which will become the main focus of the second deliverable. In this section, we needed to obtain a clear picture of what happens to the Deaf person when he or she arrives – how does he/she gain entry? whom does he/she meet? What explanations are given? How

many people are involved? What is explained in sign? What written/pictorial materials are provided? And so on.

The targets for the Deaf person on arrival may be tied to procedures which may be helpful in a first visit. The age of the Deaf person is also a key factor.

Counselling time seems to vary and we will need to establish a clearer idea of the content of the sessions. The differentiation between counselling and guidance remain unclear.

The extent to which a Deaf person can be a counsellor in the systems described was not presented and again is a key feature which can be taken on to the next deliverable.

4.3 Tests in Use

Appendix 3 sets out the tests which have been detected in use in the Partner's countries. Most partners responded citing formal standardised tests. However, it is likely that there are a range of procedures available which can be described. These procedures akin to clinical procedures, will allow the professional assessor to make comments and judgements on the suitability of the Deaf candidate.

What is notable is that apart from Ravens Matrices test, there are no norms for Deaf people and most tests are not adapted for Deaf people. It is therefore unclear as to how valid each of the procedures is. This is a recurring problem in that Deaf people are a minority group and as a result, it is difficult to construct the large scale samples which are needed in order to create normative data.

In terms of vocational tests there are two major types – practical tests and career guidance measures. It seems likely that the former are more easily adaptable to Deaf people, although when we worked on the VALPAR measure (Thomas & Kyle, 1992) it was clear that even in practical measures there is a great deal of verbal instruction.

In terms of vocational guidance there are a range of measures now available on career choice some of which are computerised. In addition, it is worth noting the potential use of the General Health Questionnaire which has had extensive use and has a British Sign Language version. There are a range of clinical measures of well being which are in use in addition to those listed in the Appendix 3.

A good deal more survey work on these measures is required if it is to be a comprehensive examination of test in use today. This cannot be done realistically without a full scale survey which is beyond the cope of this study.

4.4 Conclusions

In this paper, we have begun the process of describing the situation of Deaf people in Europe and in identifying the procedures and tests which are currently being applied in the counselling setting.

The report illustrates the complexity of the problem arising from different language and culture as much as from the supposed difficulty of hearing loss. The role of Deaf counsellors needs to be established and the targets for the counselling process need to be further examined.

4.5 References

Barnes H, Thornton P & Campbell SM (1998) *Disabled People in Employment*, Bristol: Policy Press

Bowers N, Sonnet A and Bardone L (2000) *Giving Young People a good start: the experience of the OECD countries*, Background Paper: OECD Ministers conference, London, 8-9th February 2000, at http://www.oecd.org/dataoecd/6/11/2464498.pdf

Brokaert E, Bogaerts J and Clement JP (1997) *What the Deaf Say – research into the social –educational situation of adult deaf and hard of hearing people in special education in Floanders,* Ghent: Univ Dept of Special Education

Bunting C (1981) *Public Attitudes to Deafness*, London HMSO

Díaz-Estébanez, E, Salvador D, Serna J, Vázquez, Ferrer JC, Serna JM, and Valmesada M (1995) *Deaf People and their Social Reality*, Madrid: Ministerio de Educación y Ciencia

Dodds J & Turner G (2003) *Emerging from the Chrysalis: Access to Education and Employment for D/deaf people in Cheshire and Warrington*, Northwich: Deafness Support Network

Dury A & Kyle JG (2004) *Deaf and HOH in employment settings: interim report for SEQUAL*, Bristol: CDS

Dye M & Kyle JG (2001) *Deaf People in the Community*, Bristol: Deaf Studies Trust (public report)

Dye M & Kyle JG (2003) *Deaf and Hearing Perceptions of BSL Use*, Bristol: Deaf Studies Trust (draft paper for publication)

Jones L & Pullen G (1987) *Inside We are all Equal*, Brussels: EUD

Jones L, Kyle JG and Wood P (1987) *Words Apart: Losing our hearing in adult life*, London: Tavistock

Kyle JG and Allsop L (1982) *Deaf people and the Community, Final Report to Nuffield Foundation*, Bristol: Centre for Deaf Studies

Kyle JG and Pullen G (1984) *Young Deaf people in Employment, Final Report to MRC*, Bristol: Centre for Deaf Studies

Kyle JG & Allsop L (1997) *Sign on Europe*, Bristol and Brussels, EUD

Kyle JG & Dury A (2003) *See Hear Now, final report to BBC*, Bristol: DST

Montgomery GWG and Miller J (1977) Assessment and preparation of deaf adolescents for employment, *Teacher of the Deaf, 1*, 167-176

OECD (2003) Disability programmes in need of reform, *OECD Policy Observer, Policy Brief* available from ***www.oecd.org/bookshop***

Oliver M (1990). The Politics of Disablement . Houndmills: Macmillan.

RNID (2000) *Deafness, Employment and Discrimination*, London: RNID

Schein JD and Delk MT (1974) *The Deaf Population of the US*, Silver Springs, Md: NAD

Social Exclusion Unit (2004) *Tackling Social Exclusion: Taking stock and looking to the future - Emerging Findings*, (March 2004), London: ODPM publications and www.socialexclusionunit.gov.uk

Storer RDK (1977) The vocational boundaries of deaf and partially-hearing adolescents and young adults in the West Midlands, *Teacher of the Deaf, 1*, 134-6

Swain, J., Gillman, M. & French, S. (1998). Confronting Disabling Barriers: Towards Making Organisations Accessible . Birmingham: Venture Press.

Swain J, Griffiths C and Heyman B (2003) Towards a social model approach to counselling disabled clients, *Brit J Counselling and Guidance, 31*, 137-152

Sweet R (2001) Career information, guidance and counselling services: Policy perspectives, *Australian Journal of Career Development, 10*, 11-14

Thomas C and Kyle JG (1990) *Vocational assessment for deaf people*, *Rehab Network, Autumn/winter*, 10-12

Young A, Ackerman J and Kyle JG (1998) *Looking On: Deaf People and the Organisation of Services*, Bristol: Policy Press

Appendix 1: Format for data reporting

Guidance and Counselling for Deaf People
VOGS project 2003-2005

As part of the development of a new counselling and guidance model for Deaf people in the area of vocational training, we are conducting a survey of the current practices and the available measures and protocols in use in the participating countries. These questions are designed to support this process and to describe the methods which are in use at this time.

Please use the open questions to describe your current practices and indicate to what extent these form a standardised procedure and how these are adapted to Deaf people. In the second section we ask you about the formal and standardised tests which are used and how these are amended for Deaf people.

All information is treated as confidential and no individual or organisation will be identified as a result of submitting the forms.

Thank you for your help

Prepared by CDS, University of Bristol, November 2003

Systems used in the case of Deaf people who attend for Guidance and counselling

1. In 2003, how many Deaf people have attended for Counselling or Guidance at your Centre/institution? _____
2. How many specialist staff are there in the Centre/institution who can communicate in sign language? _____
3. What is the process for Deaf people to attend the Centre/Institution?
   you advertise in papers/posters _____
   Self referrals through Deaf contacting each other _____
   Referral from a State/Government agency _____
   Referral from a specific professional person _____
4. How do you inform Deaf people of the appointment?
   by letter _____
   by fax _____
   by telephone _____
   by other means _____
5. Briefly describe the process which is in operation when a Deaf person arrives – in terms of communication and instructions given by your staff
   _____
   _____

6. Briefly describe the vocational team who will met with the Deaf person (their backgrounds and role)

   _____

   Briefly describe the tasks which the Deaf person will undertake as part of the vocational session

   _____

   _____

7. What means of communication is typically used by staff to communicate with the Deaf person

   mostly speaking _____

   mostly speaking but some writing down _____

   Some gesture and speaking _____

   Signing with an interpreter present _____

   Signing by a member of staff (not an interpreter) _____

   All of these _____

   Other means _____

8. In the vocational session, how much time is usually spent on one to one counselling

   _____minutes out of _____minutes of the total session

9. Do you feel that the systems in place are suited to a Deaf person and that you are successful in delivering a service?

   _____

Tests and standard procedures used in the Vocational Guidance and Counselling System

How frequently is this test/procedure used?	Test Name or name of the procedure or schedule	Is it published? Date?	Does it have norms?	Is it adapted for Deaf people?	Are there norms for Deaf people?	Do you think it is suitable to Deaf people? Please give your comments

Appendix 2: Responses from partners – part A

QUESTION	RESPONSE
1. how many Deaf people have attended for Counselling..2003	none
	1657
	Ca. 65 visitors for introduction , ca.210 sessions of vocational guidance during (BVJ= vocational preparation course , F1,F2= furtherance courses) , ca.30 practical tests (3 weeks in the last classes of their schools)
2. Howe many specialist staff sign?	3 hearing 2 deaf
	4
	4 Social workers , 1 Psychologist , 1 vocational trainer , in teams of 2 , different competences in sign language
3. Process to attend	Advertise – yes –yes - ?
	self referral – yes – yes - rare
	Government referral – yes – no - yes
	Professional referral – yes – yes - seldom
4. Inform deaf of appointment	Letter – yes – yes - mostly
	Fax – yes – yes – only for short dated
	Telephone – sms – yes
	Other – email – relay service -
5. describe process	-
	The person is dealt with the way which depends on their nature and their individual needs

	our population includes deaf, hard of hearing and speech impaired persons, 15 -21 years old. **1. visit for introduction and information (young people with their parents) -** ca. 65 sessions in one year , 2 members of our staff , we ask and fill out the anamneses form , questions of the visitors, counselling , inspection of workshops and boarding houses, common decision, report to the job agency . In exceptional cases (only use of sign language, deaf parents) assisted by a sign interpreter. **2. Job counselling during courses or preparation year** (BVJ,F1,F2) ca. 105 persons , each two times in a year **3. Practical tests in the workshops** : ca. 30 each year , 3 weeks , mostly during the last year of school, most time working in the workshop , accompanied by social workers and psychologist (Anamneses, test in school, interview and test with the psychologist , final meeting of the staff and the trainee , putting together the results and the recommendation). – A model for counselling and decision!
6. vocational team	-
	Depending on the nature of the problem: sign language interpreter, social worker and other specialist
	3 Social workers , 1Psychologist , 1 vocational trainer, 1 job counsellor from the job agency (he comes for counselling to our institution), each has several years of experience with deaf persons , competence in sign language is different.
7. tasks of deaf person	-
	-
	To communicate with unknown persons, to answer questions about deafness, school career, see „Anamnesebogen“), Ideas and wishes what vocational training to choose, realistic aims for training and education, to get information which possibilities there are (in our institute, in whole Germany) for deaf/hard of hearing people , evaluation of own capacities, Thinking it over and making a decision .
8. communication used	-
	All means used

	All means used
9. one to one counselling	-
	5 minutes to 2 hours
	20-30 min. for each person
10. systems suited to deaf counsellor	In Austria by now there are services for job assistance but no services in counselling and especially educational counselling. Deaf persons are not involved in this process as advisors.
	By delivering services and informing about them via relay centre, we communicate with the Deaf over great distances and thus offer wide information coverage. We also plan to expand the service in the future
	in most cases yes

Appendix 3: Tests in Use

Austria

How frequently is this test/procedure used?	Test Name or name of the procedure or schedule and the author/ publisher	Is it published? Date?	Does it have norms?	Is it adapted for Deaf people?	Are there norms for Deaf people?	Do you think it is suitable to Deaf people? Please give your comments
Very common	Intelligenz-Struktur-Test (IST70) Test of the structure of intelligence Amthauer	1970/73	yes	no	no	language dependent measure of the structure of intelligence(verbal abilities, numbers, memory, spatial abilities); Old test; makes no sense to adopt it
Not very common	Intelligenz-Struktur-Test 2000 (IST 2000) Test of the structure of intelligence 2000 Amthauer	1999	yes	no	no	Revision of the IST 70 Incl. test of knowledge
common	Intelligenzstruktur Analyse (ISA) Analysis of the structure of intelligence Institut für Test und Begabungsforschung	1989	yes	no	no	Revision of the IST 70; General intelligence and structure; Some parts could be suitable, especially the spatial ones
common	WILDE Intelligenz Struktur Diagnostikum (WIT) Wilde Diagnostic of intelligence structure Jäger, Althoff		yes	no	no	Language dependent measure of structured intelligence of higher difficulty ; Some parts could be suitable, especially the spatial ones
Very common	Advanced Progressive Matrices (APM) Raven	1943/96	yes	no	no	Language independent measure of intelligence – logical thinking; only few instructions, non-verbal test
Very common	Standard Progressive Matrices (SPM) Raven	1938/96	yes	no	yes	Similar to APM, middle level of performance; Already tested for deaf people, only few instructions, non-verbal test, suitable
Not very common	Culture Fair Test (CFT) Basic Intelligence Test Scale 2 Weiß	1998	yes	no	No	Language independent test of intelligence including vocabulary and numbers;
Very common	Aufmerksamkeits-Belastungstest (d2) Attention – Burden Test Brickemkamp	1962/81	yes	no	no	General performance, concentration, attention are measured; Few instructions, non-verbal test
Not very common	Arbeitsleistungsserie (ALS) Working Performance Series Schuhfried	1986-98	yes	no	no	Concentration, fatigue, psychic saturation are measured; Computerized test, simple numbers

						have to be added in 20 minutes; suitable
common	Mechanisch-Technischer Verständnistest (MTVT) Test of Mechanical-Technical Comprehension Lienert	1958/64	yes	no	no	Mechanical-technical comprehension, aptitude of apprentices; Very old test; Rather short instructions
common	Praktisch-technischer Verständnistest (PTV) Test of practical technical Comprehension Amthauer	1992	yes	no	no	technical physical knowledge, forecast of technical and scientific professional success and vocational aptitude; Rather short instructions
Not very common	Arbeitshaltungen (AHA) Test of Attitude towards working Kubinger, Ebenhöh	1996-99	yes	no	no	Motivation of performance and motivational psychological constructs (tolerance of frustration..); Comparisons of patterns and drawings, could be suitable
Not very common	Motorische Leistungsserie (MLS) Motorical Performance Series Schuhfried		yes	no	no	Computerized test; Measure of precise motor abilities (purposiveness of motions, trembling, precise hand or arm motions, dexterity of hands and fingers, velocity of motions); Instructions in sign language necessary
Not very common	2 Hand Koordination (2hand) Coordination of two Hands Schuhfried	1986-98	yes	no	no	Test of visuomotoric coordination, eye-hand and hand-hand coordination; simple instructions, could be suitable
Not very common	Arbeitsbezogenes Verhaltens- und Erlebensmuster (AVEM) Working behaviour and experience of work Scharschmitd, Fischer	1995/97	yes	no	no	Healthy and unhealthy patterns of behaviour and experiences concerning working requirements; a lot of text (66 items), could be complicated
common	Streßverarbeitungsfragebogen (SVF) Questionnaire of coping with stress Janke, Erdmann, Kallus		yes	no	no	Coping strategies in stressing situations; a lot of text, could be complicated
Very common	Freiburger Persönlichkeits Inventar (FPI) Freiburger Personality Inventory Fahrenberg, Hampel & Selg	1970/89	yes	no	no	Personality inventory with multiple dimensions, Clinical and non-clinical fields; a lot of text, could be complicated
Very common	16 Persönlichkeitsfaktoren (16 PF) Test of 16 Factors of Personality Schröder, Schneewind & Catell	1983-86	yes	no	no	Test of Personality in multiple dimensions, scale for social desirability, scale for logical thinking;

						; a lot of text, could be complicated
common	Eysenk Personality Profiler (EPP)		yes	no	no	Test of the structure of personality including control scale; a lot of text, could be complicated
common	Allgemeiner Interessen-Struktur-Test (AIST) Test of general structure of interest Eder, Bergmann	1992/2000	yes	no	no	Interests concerning school and professions; old-fashioned, new professions (IT) are missing; a lot of text, could be complicated
common	Berufs-Interessen-Test II (BIT) Test of Interests in professions II Irle, Allehoff	1984/88	yes	no	no	Vocational interests; few text, but old-fashioned

Germany

häufig	Baum - Test	K.Koch 10.Aufl 2000	Nein			Ja , als nicht verbales Ausdruckmittel
häufig	Wartegg – Zeichentest (WZT)	2.Auflage 1968	Nein			Wie Baum-Test, zusätzlich Kreativität der Einfälle
häufig	Mannheimer Intelligenztest (MIT) Untertests Figurenreihen,Domino,Mosaik	1986 , 3.Auflage	ja		Ja in Kooperation mit BBW Nürnberg	Sprachfreier Intell.test
häufig	Intelligenz- Struktur-Test (IST 70) Untertests Figuren und Würfel	1973, 4.Auflage	ja		Wie oben	Wie oben
selten	Form-Lege-Test (FLT)	1958	ja	nein	Nein	Ja, sprachfrei ,visuelle Aufgabe
selten	Leistungs-Prüf-System (LPS)	1983, 2.Auflage	ja	Nein	Nein	Teilweise (sprachfreie Untertests)
	Alle oben genannten Tests bei Hogrefe , Testzentrale Göttingen					
	Aachener Testverfahren für Gehörlose (ATBG)					Ich bin noch dabei, erste Erfahrungen zu sammeln(seit Sept.2003)

Slowenia

Tests of Intellectual Capacity	Author	Date Published	Norms?	Adapted for the Deaf?	Norms for the Deaf?	Comments on the suitability for the deaf:
Standard Progressive Matrices (SPM)	Raven, Penrose	1938	Yes	No	No	Minimal instructions, non-verbal, medium difficulty, commonly used; very suitable
Advanced Progressive Matrices (APM)	Raven	1947, 98	Yes	No	No	Similar to SPM, higher level of difficulty, non-verbal; suitable
Army Beta (AB)	Kellog, Morton	1943	Yes	No	No	Adapted for the illiterate, simple instructions, non-verbal, commonly used; very suitable
Wechsler-Bellevue II	Wechsler, Bellevue	1944	Yes	No	No	Mid-range difficulty for application process, commonly used; non-verbal scale suitable, verbal scale appropriate only for exceptional cases
Figure Reasoning Test	Daniels	1949	Yes	No	No	Similar to SPM, non-verbal, less common, less known
Domino (French version D-48)	Anstey	1943	Yes	No	No	Concrete logical thinking test, wide-range application, simple instructions, high saturation with G-factor, commonly used
Personality Tests	Author	Date Published	Norms?	Adapted for the Deaf?	Norms for the Deaf?	Comments on the suitability for the deaf:

Eysenck Personal Questionnaire (EPQ)	Eysenck	1971	Yes	No	No	Personality assessment using yes/no questions, identifies basic characteristics among 3-dimensions of personality; must be literate, a lot of text
Big Five Questionnaire (BFQ)	Copara, Barbaranelli, Borgogni	1994	Yes	No	No	Personal inventory with 5-dimensions, social and cultural environment play a role; must be literate, a lot of text, multiple scale answers; could be difficult
The Mosaic Test	Lowenfeld	1929	Yes	No	No	Projective technique, predominantly clinical use, easy to apply, non-verbal, very old; very suitable
Baumtest (Tree Drawing Test)	Koch	1949	Yes	No	No	Projection technique or maturation test, general assessment of personality, non-verbal, easy to apply
Bender Art Test	Bender	1970	Yes	No	No	Projective technique or maturation test, visual reproduction, eye-hand coordination, personality assessment; economical, suitable for all ages, easy to apply, clinical or non-clinical, non-verbal, not very common; suitable
Other Tests	Author	Date Published	Norms?	Adapted for the Deaf?	Norms for the Deaf?	Comments on the suitability for the deaf:

Adult Directions	CASCAiD LTD	*nk	No	No	No	Interests concerning school and professions, structured to the individual, computerized; newer test, a lot of text, could be complicated
Drahtbiegeu Nach Vorlage	Moede, Rupp	*nk	Yes	No	No	Assess general personality traits, observation, bilateral motor skills, self-evaluation/criticism; non-verbal, easy to apply; suitable
Discs	Dolinar	1958	Yes	No	No	Test of concrete intelligence, perception of small differences, problem solving, general personality traits; easy to apply, not very known; very suitable

Apendix 4: Alternative methods used

Finland

Concrete Guidance Models for the Deaf

The Internet Model for providing Information in Sign Language regarding Studying and Working life

The Finnish Association of the Deaf has a project called Virtuopo which first phase lasted years 2000-2003 and the second years 2003-2005. During the first phase we developed a network service www.virtuopo.net . The service provides information of studying and working life both in Finnish sign language and in Finnish. Virtuopo project was financed by European Social Fund (ESF) through the National Board of Education in Finland. The project is targeted to young people (deaf, hard of hearing, deafblind and persons with dyslexia) who are about to finish their comprehensive school and for the young who are studying in vocational institutions.

Secondary target groups which benefit of the project information are persons working with the above mentioned groups; supervisors, tutors and teachers in schools and colleges and special workers, such as habilitation counsellors and deaf employment secretaries. Also the professionals in public administration, different authorities and workers in employment and social field, as well as in Social Insurance Institution of Finland and of course parents of these young persons benefit of the project information service.

In the web based information service of Virtuopo you can find a lot of different information on studying and working life. There is a databank in sign language consisting introductions of different occupations and professions of which young deaf people are interested in. There are 'career paths' of ten deaf persons who each have been individually interviewed. Also, you can find from the web site a Finnish / Finnish Sign Language vocabulary regarding studying - the vocabulary is needed when a young person is looking for information for instance from the students' guides and does not necessary know all meanings of the words.

At the moment it is possible to choose a user interface in Finnish sign language or in Finnish.
In the sign language service we have so far approx. 7 hours sign language videomaterial in short videoclips. During these two last years of the project we will make some improvements to the user interface, which is in Finnish, and design also a new user interface in plain language. This user interface and its contents services for instance immigrants and mentally handicapped persons.

Vocational selection courses for the young who are completing their basic education

Year 1988 The Finnish Association of the Deaf arranged by way of trial first vocational selection courses for young people using sign language (deaf, hard of hearing, persons with

dyslexia and deafblind, who use sign language or signs in their communication) who are about to be finishing their comprehensive school.

Social Insurance Institution of Finland granted financing for these courses for the first time year 1999. To one course it is possible to admit approx. 20 participants. Some years we have arranged two courses instead of one, because there has been so many youngsters willing to participate. The course has been divided in two parts, which are realised in different times. First 6 days period is arranged during the spring when the participants are in the 8th grade. (In Finnish comprehensive school there are 9 grades.) At the course the young are in sign language peer groups where they are guided to think over their career choices and further studies. Also means of Adventure Pedagogy are been utilised to improve young person's self-knowledge and his/her skills to work in a small group. Each participant is interviewed during the course and he/she will get different individual tasks that encourage his/her career choices. The interviews are made by a tutor, supervisor or a psychologist who all use sign language. At the end of the first period also the parents of the participants attend to the course. The parents receive information of their child's vocational selections, study possibilities and they are also guided how to use www.virtuopo.net information service. Naturally also the participants will be thought how to use the website.

At the end of the first course period the participants will be given distant homework, which they will do either independently or supported by their tutor, teacher or sometimes with their own parents. The young can also contact course workers or Virtuopo project by using e-mail, mobile or video phone or web camera or by mail, if they need help in their work. The young can also have extra guidance in sign language if the school has a video phone or web camera in its use. However, this equipment is not yet so generally used in Finland.

During the second course period, in the autumn of the 9th grade, the home works are being analysed. A homework can be, for instance, an interview of some qualified person (for instance nurse, car mechanic, psychologist) so that the young would have more concrete picture of the job in concern, and what kind of studies are needed for qualifying. The second course period consists of five days during which the participants will, for example get information of how to study with a sign language interpreter. Participants will visit different educational institutions and get to know career paths of several persons who are using sign language. At the end of the second course period each participant has at least three different plans for the future after comprehensive school.

The vocational selection courses for the young who are completing their basic education have got very positive feedback from the young themselves, from tutors and teachers of comprehensive schools, as well as from the parents of the young.