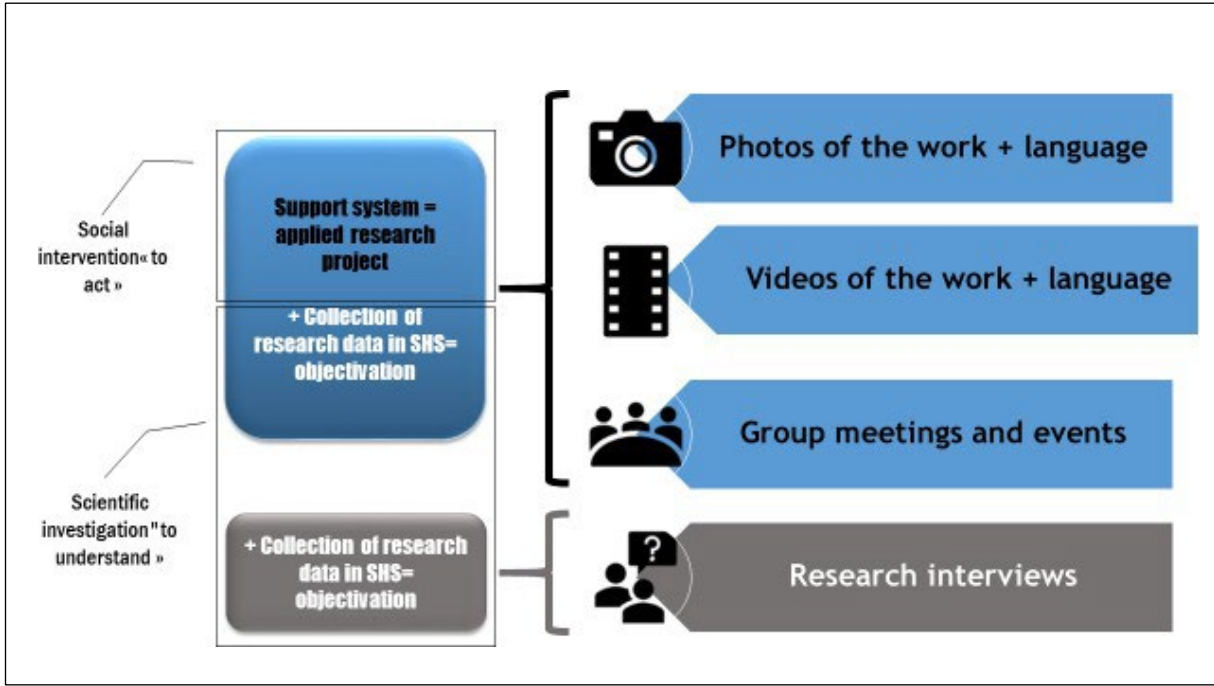


ARPEJAHM PROJECT
Accessibility to Professional Reflexivity and Employment
for Young Mentally Disabled Adults

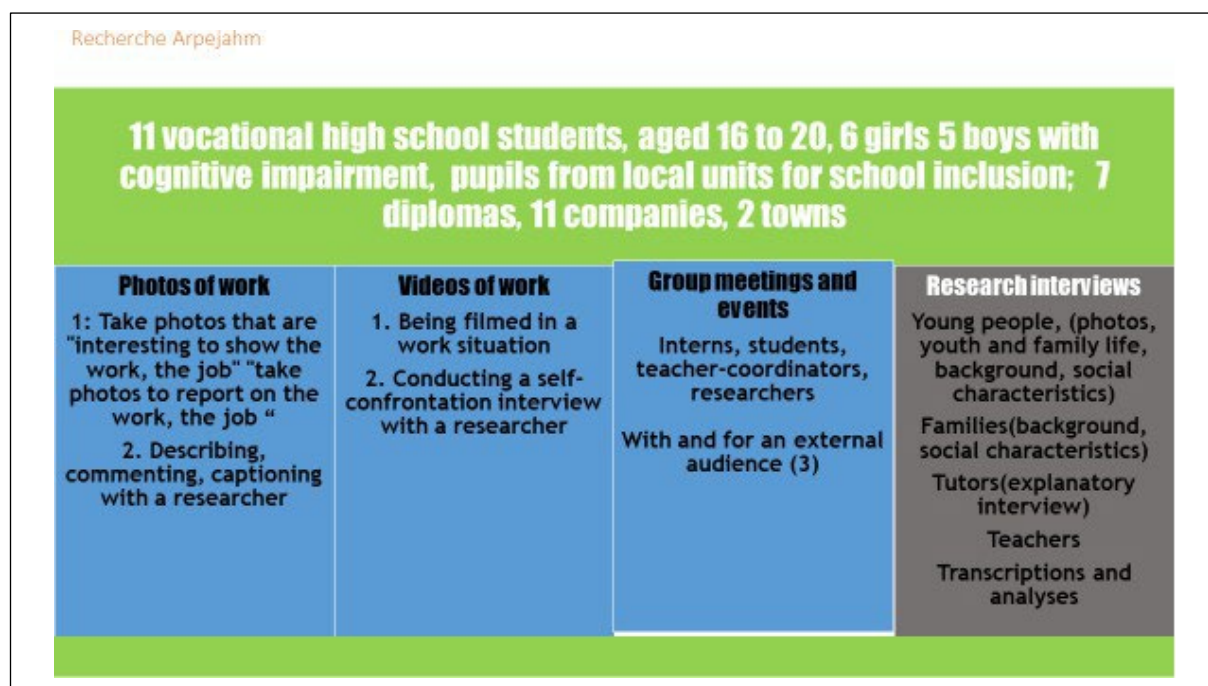
Summary: The ARPEJAHM project (Accessibility to Professional Reflexivity and Employment for Young Mentally Disabled Adults) is a longitudinal research project which has made it possible to follow secondary school pupils from the ULIS Lycée pro who have cognitive functioning disorders. It involved interviews, observations and regular collaboration over a 2-year period, in different places (secondary school, work placement), at different times (during lessons, interviews, work), using a variety of interaction methods (observation, commented activity, interview, participation in events), varying the people involved and the methods of exchange, in partnership with the various players involved with the young person (coordinating teachers, work placement tutors, families).

This project gives a central place to the image and to talking about the image: the project is based on the production of images of the work (photographs, films) followed by reflective language activities (looking back at the action) with a researcher, but also with the teachers and sometimes the tutors.



For a better understanding: who are the players in the ARPEJAHM project? What is their role? What are the results of the project? What tools have been developed?

11 mentally handicapped students from vocational colleges in Limoges and Niort agreed to produce a work based on photos and videos taken during their work placements. Their ULIS coordinating teachers, in collaboration with the work placement tutors, were responsible for giving them instructions and dealing with the work placement companies.



The photos taken by the students on their digital tablet or mobile phone show their professional knowledge. The photos show workplaces, objects and machines, products or materials, people, gestures, production or realisation, hygiene or safety rules, equipment, ways of organising, routines, activities parallel to work such as breaks, preparation and transport.

The students then select and classify certain photos; during interviews with researchers in the social sciences and humanities, they comment on their photos and write captions to explain their professional skills, ideas and tastes; they can even add photos taken outside the work placement, which show skills linked to their autonomy. The parents of the secondary school students who volunteer to be interviewed are asked by the researchers to explain their child's background and list the things he or she can do independently in everyday life.

Collaborative discussion and brainstorming sessions have enabled the students and their tutors to suggest to the researchers ways of using these images effectively. Today, this collaborative approach has led to the development of a digital application for Android phones: CASSIOP (Skills acquired during work placements and ordinary practical situations) allows each young person to store photos in an organised way to explain what they know how to do, to a future employer for example. Six tutorials are included in the "information" section of the application.

CASSIOP

FrED – Education and Diversity in Francophone Spaces – University of Limoges

CASSIOP promotes accessibility with a CV in pictures. A free application with no advertising and no registration as a result of participatory research with the people concerned



- Take photos of your work, classify them, select them, caption them, edit your portfolio
- An accessible and functional tool
- Video tutorials that explain and illustrate the process step by step
- For anyone who has difficulty with writing and reading

- Compétences = skills**
- Acquis durant les stages et les situations = Acquired during internships and situations**
- Ordinaires = ordinary**
- Pratiques = practical**



Research for the professional interests of people with disabilities
 CASSIOP is a tool created as part of the European project 524 named action-research project funded by FUI04 (Fédération Interprofessionnelle pour la Recherche Appliquée en Handicap) and Auteurs (Association de l'Union de l'Union pour l'Éducation Professionnelle des Personnes Handicapées).

Needs to structure and consolidate professional skills
 Made and tested secondary school students (students with disabilities) because they have great success during their work placements. In fact they directed their professional skills. Using images of their work experience in companies. This support has helped them to become aware of and formalize their professional skills.

A multi-partner project
 11 people actively involved in educational situations
 3 educational high schools, two secondary schools, one school for 11 special education, two university students, two interns
 3 researchers from 3 universities: UCLM, University of Limoges, UFR, University of Poitiers

Contributors to the creation of CASSIOP
 Prototype and specifications: Horia Clapet and Zélie Anquetin
 802 Diversity Education Francophone students, University of Limoges
 Tests: Laila, Soniya, Raja, secondary school pupils
 Tutorial videos: M1 Diversity Education Francophone students, project leaders Magalie Perleis and Gisèle Vergraud, University of Limoges
 Web development: Jean-Luc
 http://www.francoping.com, Limoges
 Project researchers: Marie-Nicole Jacques, Antoine Agroz, University of Limoges; Catherine Vermeiren, Richard, University of Poitiers



Research into the professional integration of disabled people

CASSIOP is a tool created as part of the Arpejahm project, a 24-month action-research project funded by FIRAH (International Foundation for Applied Disability Research) and AGEFIPH (Association for the Management of the Fund for the Professional Integration of Disabled People).

Images to structure and consolidate professional skills

Male and female secondary school students in vocational education who have cognitive function disorders have been given support during their work placements, to help them develop their professional skills. Using images of their work experience in companies, this support has helped them to become aware of and formalise their professional skills.

A multi-partner participatory project

11 young people preparing for vocational diplomas

5 vocational high schools, their teachers, headteachers and school life.

11 host companies, their company managers and tutors

3 researchers from 2 research teams:

FrED, University of Limoges

Gresco, University of Poitiers

Contributors to the creation of CASSIOP

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Lola, Soraya, Raja, secondary school pupils

Tutorial videos :

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**Fabienne Montmasson-Michel, University of
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In addition, videos are made by researchers in the human sciences who observe professional activities during work placements; they invite the trainee students to comment on them and explain what they are doing. Then, the student and the researcher watch the video together and ask each other questions about the way they work and what they have achieved: this is a self-confrontation session that enables the student to take a step back from the situations experienced during the placement and to draw some conclusions about their professional knowledge.

The placement tutors are also observed and filmed by the researchers; then, in interviews, they explain how they support their trainee towards professionalisation; they also suggest

ideas for improving the role of company tutor, particularly with trainees who have cognitive difficulties.

A guide to self-confrontation has been produced, so that young people's mentors can use this approach.

This work, which enables people to reflect on themselves and their activities in a work situation, is called professional reflexivity.

The ARPEJAHM project has shown that working with still or moving images makes this professional reflexivity more accessible to young adults who have cognitive difficulties with memorisation, planning, abstraction and verbalisation, or who have difficulty with the written word. Correlatively, this reflexivity is an ingredient of the power to act (to think about one's professional actions and decisions, to think of oneself as a worker) of vulnerable groups.



As a result of this research, training courses for support staff (social workers, tutors, teachers) are being run to promote the usefulness of these image-based tools (photo, video) and the effectiveness of the reflective approach for professional integration after secondary school, but also throughout life.

Products and outputs of arpejahn research

From a social intervention perspective

- 11 young people with cognitive impairment
- Documentary file on the theme of professional reflexivity in young adults
- Website with resources for companies
- Training modules for support professionals with Polaris Limoges
- Application for Android phones CASSIOP
- Conferences, meetings and closing multi-partner day
- 1st Prize (ex aequo) for the University of Limoges 2022 Disability and Research Trophy



