



K2 – Strategic Partnerships
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Research study on employability-disability nexus for the development of learning material for SMEs and persons with disabilities for social inclusion and benefits for SMEs

REPORT FOR ROMANIA

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1. Methodological approach

The research process in Romania was based on the approved Methodological Guidelines (IO1) and by utilizing the adopted common research tools and methods. The research activities took place in the period February – July 2021. The data collection for quantitative researches, SMEs and Persons with disabilities, and for qualitative research was carried out during the period May-July 2021.

The research was carried out in three stages: desk research, quantitative research on two target sample (SME's and Person with disabilities) and qualitative research - interviews based on a discussion guide, carried out with people with disabilities to add to the findings of the previous research phases. As research subjects, were considered the investigation and exploration of SME's experiences, perspectives and especially their views on the employability-disability nexus with respect to the following indicative issues:

- Levels of awareness regarding the social, cultural, financial value of a diverse, disability-inclusive workforce;
- Impeding factors;
- Perceived facilitating factors;
- Perceived benefits of hiring persons with disabilities;
- Preferred steps and guiding/training/consulting pedagogy, material, guidelines towards creating a disability-inclusive workforce.

As research subjects on persons with disabilities target, were considered their experiences and views on the employability-disability nexus with respect to the following indicative issues:

- Which are the perceived impeding factors according to their views and those of the employers?
- Which are their needs in acquiring or developing develop soft job skills, as well as apply them?
- Which are the preferred, most effective learning pathways?

At the quantitative research conducted among SMEs attended 30 respondents from Romania, SMEs actors in recruitment and hiring of personnel (including 63.3% Director / manager / administrator, 20.0% HR director / manager, 13.3% HR representative, and 3.3% HR inspector). 46.7% from respondents are from microenterprises, 16.7% from small SMEs, and 36.7% from medium SMEs. Regarding the industry they come from, 26.7% are from Trade, transport, distribution, logistics, 13.3% - Education, training, childcare, 13.3% - Engineering, manufacturing industries, 10.0% - Business, human resources, administrative support.

At the quantitative research conducted among people with disabilities attended 26 respondents from Romania, 69.2% female (18) and 30.8% male (8), aged between 18 and 54 years (18-24 years 38.5%, 25-34 years 46.2%, 35-44 years 7.7%, and 45-54 years 7.7%). By disability, 50% of respondents have Visual impairment, 30.8% Deafness and/or auditory impairment, 19.2% Mobility impairment. By status on the labour market 57.7% are employee with one or more jobs, 26.9% are unemployed/looking for work, 7.7% are self-employed/I have my own business, 7.7% are students. By education level, most respondents have higher education (11.5% Associate degree, 15.4% Bachelor's degree, 30.8% Master's degree, 3.8% Professional degree, and 3.8% Doctorate degree).

In the qualitative research, a total of 10 interviews were carried out with people with various disabilities (hearing impairment, physical impairment and visual impairment). Of the interviewees, four were looking for a job, three were employed in private companies, two were employed in public



institutions on the basis of a competitive selection process, and one person was self-employed and carried out individual activities. When choosing people with disabilities, the following criteria were taken into account: level of schooling (people who had completed their studies were preferred - either college or vocational school graduates), type of disability. Interviewees were between 24 and 38 years old, and the distribution by gender was as follows: seven women and three men.

2. Literature review regarding the disability-employability nexus in Romania.

2.1 Employability of persons with disabilities in Romania

Currently, in Romania, a significant number of people have one or more deficiencies and, due to the projected aging of the population, the dramatic decrease in births and the increase in life expectancy, it is likely that the proportion of people with disabilities will continue to increase. Increasing the employability of these individuals is considered both a sure way to reduce pressures on the financial stability of the social security system and a way to achieve their social integration.

In accordance with the International Classification of Functioning, Disability and Health, disability is a concept that includes deficiencies/impairments, activity limitations and participation restrictions. This concept does not overlap with the concept of illness or disease, but represents its functional consequence. Deficiencies/Impairments may be temporary or permanent, evolving, regressive or stationary, intermittent or continuous.¹

In accordance with the provisions of Law no. 448/2006 on the protection and promotion of the rights of persons with disabilities, republished, the types of disability are: physical, visual, auditory, deaf blindness, somatic, mental, HIV/AIDS, associated, rare diseases. Statistical data show that the number of people with disabilities in Romania has increased in recent years from 797.104 in 2017 (3,58% of the country's population) to 857.638 in 2020 (3,86%). Among the most common forms of disability in 2020 are the following: physical (24,9%), somatic (19,7%) and mental (15,7%). 10,7% of people with disabilities have a visual disability and 2,8% have a hearing disability.²

According to the document "Diagnosis of the situation of people with disabilities in Romania", while 74% of people between 20 and 64 years who do not have limitations are employed, the percentage is only 51% for people with some limitations and decreases dramatically for people with severe limitations (only 12%). According to the same document, there are many benefits to an inclusive workforce. At the level of individuals, employment leads to increased personal autonomy, an increased level of well-being and a lower risk of dependence on social benefits. At the level of employers, the employment of people with disabilities leads to the creation of a diverse workforce, which reflects the diversity of customers and communities in which they operate and the attraction

¹ Joint Order of the Minister of Health and the Minister of Labour, Family, Social Protection and the Elderly. (2016). Order No 1306/1883/2016 approving bio-psycho-social criteria for establishing disabled children's level of disability and the means for applying such criteria, as subsequently amended.

² Romanian National Authority for Disabled Persons. (2019). Developments in the field of protection of persons with disabilities, Statistic Bulletin. Bucharest: Romanian Ministry of Labour and Social Justice.



of additional skills in companies. At the societal level, the employment of people with disabilities leads to the creation of a diverse workforce, with an additional contribution to the GDP and reduced unemployment benefits costs and some social protection benefits.³

The right of persons with disabilities to work in equal conditions with others is enshrined in fundamental, inalienable and non-negotiable human rights. This includes the right to the opportunity to earn a living by exercising a freely chosen or accepted activity on the labour market, in an open, inclusive and accessible work environment for people with disabilities. The Charter of Fundamental Rights of the European Union (2007/C 303/01), Article 26 - Integration of persons with disabilities "recognises and respects the right of persons with disabilities to benefit from measures designed to ensure their independence, social and occupational integration and participation in the life of the community". Ensuring this fundamental right is of particular importance because, as "A Union for Equality: A Strategy on the Rights of Persons with Disabilities (2021-2030)" shows, in the European Union (EU), one in six people has a disability, from mild to severe forms, and a total of about 87 million people are often unable to fully participate in social and economic life due to physical and behavioural barriers.

A significant number of policy initiatives have been promoted in several European Union countries with a view to promoting the integration of persons with disabilities into the labour market (mandatory employment rates, subsidies, anti-discrimination legislation, deductions from social security contributions), but the analysis of the effects of these policies suggests that the level of employment is still low throughout the European Union (only 50% of people with disabilities in the EU are employed) (Friso, V., Caldin, R., 2014). Therefore, we need to rethink our approaches to labour market integration, test work situations during schooling, and think of new occupations suitable for people with disabilities. Today's workplaces involve performance standards in a regulated environment, and millions of people are adjusting to these canons, thus affecting the employment system and, at the same time, the social security system. Even favourable economic conditions are not enough to improve the integration of people with disabilities into the labour market. Certain policy initiatives are needed to help people with disabilities enjoy a prolific economic environment.

Currently, Romanian legislation is in line with the *acquis communautaire* (EU), and prestigious research, specialists and civil society representatives demonstrate and recognize these truths: every child or adult with a disability has potential, strengths related to areas and occupations in which they can assert themselves and have distinct competencies; recognizing that the person with disabilities can develop certain skills and competences under conditions of adequate education and support and, on this basis, can be assigned an occupation, the requirements and demands of which can be met; a job requires only a small part of the overall human capabilities; if a person with disabilities has acquired certain skills required by a job, they must be given a non-discriminatory opportunity to take up such a job.

According to the 2020 Country Report on Romania, although the employment rate of people with disabilities is below the EU average of 43,7% compared to 50,6%, the legal framework does not effectively stimulate their employability, and public employment support services are limited. The necessary reforms in the approach to case management and relations with employers continue to

³ The World Bank. (2020). *Diagnosis of the situation of people with disabilities in Romania*. Bucharest: Romanian National Authority for the Protection of the Rights of the Child and Adoption (NAPCRA).



stagnate, despite the fact that the European Social Fund (ESF) provides funding. People with disabilities have limited access to support services. The rate of persons with disabilities at risk of poverty or social exclusion is among the highest in the EU (37,6% compared to the EU average of 28,7%). The lack of synergies and complementarity between educational, employment and social services further aggravates the situation of this group. Additionally, there are no authorized community services for adults with disabilities and the deinstitutionalisation of these people is being implemented at a slow pace.⁴

The main organizations and institutions in Romania that support people with disabilities are: the National Authority for Persons with Disabilities; the National Organization of Persons with Disabilities in Romania; the Romanian National Disability Council; the Romanian National Association of the Deaf; the Romanian Association of the Blind; the National and County Employment Agencies (ANOFM / AJOFM). To increase the chances of employment for people with disabilities, AJOFM organizes the Job Exchange for Graduates and the Caravan of the County Employment Agency, activities that are particularly important for the relationship of AJOFM with graduates with disabilities and their enrolment in the database as job seekers and, particularly, for their motivation.

2.2 Legislation regarding employment of persons with disabilities in Romania

In 1999, Romania ratified the revised European Social Charter (ESC), accepting to be bound by Article 15, paragraphs 1 and 2 concerning the right to education of persons with disabilities and their access to employment. Romania ratified the United Nations Convention on the Rights of Persons with Disabilities (CRPD) in 2011, without reservations.

Romania's Government adopted the National Strategy "A barrier-free society for persons with disabilities 2016-2020" (National Disability Strategy). In the past few years, the authorities have also taken several legislative measures aimed at improving the protection of the rights of persons with disabilities.

Law no. 448/2006 Of December 06, 2006 Regarding the Protection and Promotion of the Rights of Disabled Persons, as subsequently amended and supplemented, has been adopted to ensure the right of people with disabilities to work in a non-discriminatory environment and regulates the rights and obligations of disabled persons granted for the purpose of their social integration and inclusion.

The legislation has been adopted to ensure the right of people with disabilities to work in a non-discriminatory environment, citing that all institutions, private or public, with a minimum of 50 employees, must respect and fill a quota of 4% in terms of employing individuals with a disability. If this percentage is not met, employers are mandated to pay the government a sum equal to 50% of the minimum wage for each of these assigned positions that are considered vacant. From this tax could be deducted expenses caused by buying goods or services produced by enterprises or organizations of people with disabilities.

There are no stipulations obliging them to provide reasonable accommodations or forbidding them to discharge employees on the basis of disability.

According to Law no. 448/2006, Art 84, the employers of disabled persons shall benefit from the following rights:

⁴ European Commission. (2020). 2020 European Semester: Country Report - Romania. Brussels: European Commission.



- a. deduction, upon the calculation of the taxable profit, of the amounts related to the adaptation of the protected workplaces and purchase of the machines and equipment used in the production process by the disabled person;
- b. deduction, upon the calculation of the taxable profit, of the expenses related to the transport of disabled persons from the domicile to the workplace, and of expenses related to the transport of raw materials and finished products to and from the domicile of the disabled person, employed for domicile labour;
- c. settlement from the unemployment insurance budget of the specific expenses related to professional background, formation and orientation and the labour employment of disabled persons;
- d. a state subvention under the terms provided by Law no. 76/2002 regarding the unemployment insurance system and stimulation of labour force occupation, as subsequently amended and supplemented.

According to Law no. 448/2006, Art. 83, the disabled persons looking for a job or employed shall benefit from the following rights:

- a. professional formation courses;
- b. reasonable adaptation to the workplace;
- c. counselling during the pre-employment period, during the employment, and during the trial period, by a counsellor specialized in labour mediation;
- d. a paid trial period upon employment, of at least 45 working days;
- e. paid prior notice, of minimum 30 working days, granted upon the termination of the individual labour contract from the initiative of the employer for reasons not imputable to him/her;
- f. the possibility to work less than 8 hours per day, as provided by law, in case he/she benefits from the recommendation of the evaluation commission in this regard;
- g. the exemption from the payment of the tax on salary.

Any disabled person wanting to integrate or reintegrate in labour shall have a free access to professional evaluation and orientation, irrespective of his/her age, handicap type and degree. In view of ensuring the professional evaluation, orientation, formation and reconversion of disabled persons, the public authorities shall take the following specific measures: making/diversification/support from a financial point of view of programs regarding the professional orientation of disabled persons; assurance of the background and training for necessary occupations in the handicap field; correlation of the professional background of disabled persons with the requirements of the labour market; creation of the necessary framework for the access to professional evaluation and orientation in any trade, according to the skills of disabled persons.

The disabled persons shall be entitled to the creation of all the conditions for choosing and exercising their profession, trade or occupation, to acquire and maintain a job and to be promoted from a professional point of view.

The employment of the disabled person shall be made in the following forms: on the free labour market; at the domicile; in protected forms such as: „protected workplace” or „authorized protected unit”.

According to Law no. 448/2006:

- „Protected workplace” is „the space related to the activity of the disabled person, adapted to his/her needs, which includes at least the workplace, the equipment, the bathroom and the ways of access.”
- „Authorized protected unit” is „ the private or public law economic operator, with its own administration, within which at least 30% of the total number of employees with an individual labour contract are disabled persons.

The analysis of Romanian legislation, but also of statistical data on the number of people with disabilities in employment, showed that for almost three decades, through the multitude of laws, ordinances and decisions, Romanian legislation has focused primarily on collecting taxes from employers who refuse to employ people with disabilities. During the past 25 years, an impressive number of commissions, agencies, departments have been set up and important attributions have been placed from one's agenda to another's obligation. Romanian legislation abounds in interdictions without providing sanctions for situations in which the provisions of the law are violated. For this reason, most pieces of legislation manage to remain at the level of recommendations, lacking regulations on sanctions, control and enforcement bodies, methods and institutions to which employers must demonstrate that they have tried to hire people with disabilities but have not found people who could carry out the required activities, and only after proving that they did not find suitable people should they be allowed alternatives to paying sanctions.

As a result, if the legislation in force provides for obligations, but these are not accompanied by sanctions, such provisions have no imperative or support for good applicability. These remain recommendations which are not even respected by state institutions, who are in the best position to employ people with disabilities, with the Romanian state being the largest employer in the country, for that matter.

In the absence of more effective policy solutions that could allow the state to offset the costs of firms and institutions to make jobs more accessible, as well as clear eligibility criteria, the state continues to limit itself to financial benefits to assist people with disabilities. This means that the recruitment of a person with disabilities will continue to be considered by employers as an investment that is unlikely to bring them the desired benefits, and those with disabilities will continue to be perceived as financially assisted people.

The Government Ordinance no. 137/2000⁵, as subsequently amended and supplemented, regulates the prevention and sanctioning of all forms of discrimination. The GO implements the Directive no. 2000/43/CE, as well as the Directive no. 2000/78/CE. It protects all individuals regardless of their status and contains detailed provisions on discrimination, harassment and victimization, and it sets down the sanctions applicable in case these legal provisions are breached. Article 2 paragraph 1 establishes the definition of discrimination as "*any distinction, exclusion, restriction or preference based on race, nationality, ethnicity, language, religion, social status, belief, sex, sexual orientation, age, disability, non-contagious chronic disease, HIV infection, membership of a disadvantaged group and any other criteria which has the purpose or the effect of restriction, elimination of recognition, use or exercise of fundamental human rights and freedoms or of rights recognized by the law in the political, economic, social or cultural field or in any other field of public life.*"

⁵ Romanian Government. (2014). Government Ordinance no. 137/2000 on preventing and sanctioning all forms of discrimination (republished). The Official Gazette, 166



Even though Romanian legislation is based on the same European principles, no country has managed to force, in a considerable percentage, employers to accept people with disabilities, because neither society nor mentalities can be changed by law, nor by sanctioning discriminatory behaviours, but through a concentrated, multi-purpose effort, with legislative, political, educational, attitudinal and behavioural involvement.

Anti-discrimination legislation plays an essential role in protecting rights, but it is not enough: discrimination comes in a plethora of shapes and types, and a more effective change in this regard could be achieved over time through education and the development of social empathy.

2.3 Barriers and enablers to employment in Romania

The social model for disability involves assessing accessibility based on quality of life, level of social integration and respect for human rights. Currently, in Romania, there are serious obstacles for the capitalization by people with disabilities on their rights to education, work and welfare. This situation dramatically reduces the quality of life of people with disabilities and aggravates social inequality. Currently there are numerous criticisms regarding the Romanian social support system for these categories. There have been many comments on: the lack of an accessible physical environment; a significant lack of rehabilitation centres and recreation facilities available for adults with disabilities; vocational education issues and lack of opportunities for truly inclusive education; insufficient cooperation of schools with county/municipal employment authorities; employment issues; poor cooperation of public authorities with non-governmental organizations; problems in obtaining technical rehabilitation tools; lack of information and very limited opportunities to spend their free time.

As stated in an Intercultural Management article (Social and professional discrimination for people with disabilities), the general perception of disability is predominantly negative, which is a major barrier to the process of employment and integration of people with disabilities in a work group (Buboiu, LB, 2014). According to the same article, the main fears and stereotypes of employers regarding a disabled subject are related to:

- a. *The qualitative aspect of work* - employers estimate that these persons perform their tasks at a lower level than other employees;
- b. *The physical safety of these individuals* - is an important issue, since employers display fears of accidents at work;
- c. *Education* - the level of training of persons with disabilities is often below their capacity, most individuals with disabilities having a very low level of training and education;
- d. *Work performance* - employers, particularly those without experience in working with such persons, show reluctance to hire them, a lack of adequate knowledge of the skills and availability of the subjects concerned leads to the perpetuation of general stereotypes that the disabled are unusual people who cannot perform tasks like a "normal" person.

According to the 2009 report "Diagnosis: EXCLUDED FROM THE LABOUR MARKET - Obstacles in the employment of people with disabilities in Romania" (Academic Society of Romania, 2009), the main factor influencing the employment of persons with disabilities is education. Unfortunately, from this point of view, the Romanian education system creates major disadvantages for people with



disabilities. Thus, it is observed that the incidence of non-schooling and early school leaving is seven times and twice as high, respectively, for people with disabilities compared to the general population. The most disadvantaged group in terms of access to education consists of people with severe physical, somatic or visual disabilities in rural areas. In addition, the quality of education in special or home schooling is perceived as lower.

The same report highlights the reasons invoked by Romanian employers for their reluctance to actually hire people with disabilities. These include concerns of lower productivity, the need for closer supervision, or the increased likelihood of absence due to medical problems. Employers who had experience working with people with disabilities, however, did not confirm these fears, but even mentioned they had stronger motivation in solving the given tasks.⁶

From the statistics provided semi-annually by ANPD, AJOFMs and information provided to the public by associations and foundations, the number of centres specializing in information, counselling and mediation of the work of people with disabilities is not very high, nor has it increased even though recommendations have been made in this regard. There are such centres in the following counties: Alba, Galați, Mureș, Mehedinți, Satu Mare. Moreover, the Job Bank for people with disabilities, organized by AJOFM to understand the demand and supply, has been organized less and less. Not organizing and/or not publicising such events does not create the possibility for employers to know people with disabilities, communicate with them, realize the skills and competencies they have, know exactly what the facilities granted by law are.

The current Romanian legislation significantly supports the employment of people with disabilities, therefore what slows down this process is related to other factors: ignorance, lack of training, habituation to inactivity, lack of firm initiatives for the active involvement of people with disabilities in labour market competition.

The non-governmental organizations sector supporting people with disabilities in finding a job is not very well developed, despite the increase in the number of civilian institutions in recent years. Strengthening the role of non-governmental organizations in order to improve legislation and support the interests of people with disabilities is an essential condition for social integration. Independence can change the quality of life of disadvantaged people.

Moreover, setting up special employment centres to support and guide people with disabilities in their job search process, given the probability that only a few use public employment services (AJOFM and AMOFM), could help their entry into the labour market much more.

Lack of a job can be seen as being deprived of skills and can be understood as a failure to begin the process of capitalizing on their rights, a process that must be encouraged and initiated together with people with disabilities.

“Financial incentives” and “tax deductions” do not guarantee social inclusion; the various forms of work or experience allow for socialization and autonomy, as well as the feeling of “belonging” to a group or community. These elements are essential in the process of identifying an adult as useful to society. Financial support is a necessary measure but does not support the development of potential or personality.

⁶ Romanian Academic Society. (2009). Diagnosis: EXCLUDED FROM THE LABOUR MARKET. Barriers in the employment of persons with disabilities in Romania.

2.4 Good practices for learning materials in Romania

NAME OF THE GOOD PRACTICE 1:	Guide to good interaction with people with disabilities - Raluca Oancea & Chris van Maanen, 2013
Type of good practice (Training Programme, Teacher Training, Handbook/Guidelines, Online Tool / learning Platform etc.).	Guidance Handbook/Training Manual https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKFwjprZK8yOLwAhXKgP0HHZaEDIkQFIAAegQIBBAD&url=https%3A%2F%2Fwww.salto-youth.net%2Fdownloads%2Ftoolbox_tool_download-file-1055%2FGUIDANCE%2520Handbook%2520RO.pdf&usg=AOvVaw12YHBB_b4b32O7Klj2LgaZ
Description of the identified good practice.	The handbook is the result of the training course: “A guide to good interaction with people with disabilities”, a project carried out under the Youth in Action programme, which took place in the Netherlands between 28 October and 7 November 2013.
Short description of the main aims, methodology and delivery method.	Goal: Creating an etiquette for disability, a set of clear guidelines on communication and interaction with people with disabilities. The handbook was produced with the contribution of 40 people with and without disabilities from 8 countries (Bulgaria, Slovenia, Poland, the Czech Republic, Turkey, Italy, the Netherlands and Romania) and the recommendations of organizations for people with disabilities around the world.
Elements of the identified good practice that can be transferable to “O2 – Digital training modules for SMEs and persons with disabilities for a disability-inclusive workforce	Topics covered: Definition of disability Disability versus handicap Interaction with people with disabilities Socialization Meeting a person with disabilities Removing barriers Environment Attitude and approach Good manners towards people with disabilities Communicating General communication suggestions Language Recommended terms vs terms to avoid Interaction and various types of disabilities General suggestions Interaction strategies for specific limitations Persons with disabilities and help How to provide help Providing directions and ways to accompany people with disabilities
Do the learning contents of the identified good practice address different levels of learners? How these contents organized and what	The identified good practice manual is addressed to everyone who interacts with persons with disabilities, to support the best choices in terms of communication and interaction.

NAME OF THE GOOD PRACTICE 1:	Guide to good interaction with people with disabilities - Raluca Oancea & Chris van Maanen, 2013
are the main differences amongst levels?	
Does the practice identified comply with the accessibility and usability provisions in order to allow teachers and trainers to use its contents? In the affirmative case, please describe the adaptations implemented.	Yes, it can be exploited, used and adapted. The authorship must be recognized. Found only in Romanian. https://www.salto-youth.net/tools/toolbox/tool/guidance-handbook-on-a-healthy-interaction-with-people-with-disabilities-english.1497/

NAME OF THE GOOD PRACTICE 2:	Disability and a Good Life: Working with Disability
Type of good practice (Training Programme, Teacher Training, Handbook/Guidelines, Online Tool / learning Platform etc.).	Online course https://www.futurelearn.com/courses/working-with-disability
Description of the identified good practice.	Learn how disability intersects with human rights, and how a good life can be made possible for everyone.
Short description of the main aims, methodology and delivery method.	Work with disability to enable a good life for yourself and others Today we recognise disability as a part of human diversity. But what does it mean to work with disability in a way that enables a good life for ourselves and others? This course gives the opportunity to engage with some of the big issues facing disabled people, governments, and societies. Explores the human rights approaches to disability and critically examine the concepts of inclusion, access and support. Teaches about disability politics and policy, advocacy and activism, and considers how to work with disability at multiple levels to enable a good life for all.
Elements of the identified good practice that can be transferable to "O2 – Digital training modules for SMEs and persons with disabilities for a disability-inclusive workforce	Topics covered? <ul style="list-style-type: none"> • The importance of valuing human diversity, inclusion and belonging • The implications of discrimination and barriers to access in the lives of people with disabilities • Definitions of disability, human rights, access, care, support and contribution • The significance of international human rights frameworks, including the UNCRPD • What care and support look like in practice • The diverse ways that people with disabilities contribute to society • Advocacy and activism as channels for working for change
Do the learning contents of the identified good practice address different levels of learners? How these contents organized and what	This course is suitable for both beginners and experts wanting to raise their awareness of disability and disability-related issues within a global context. It is appropriate for people with disabilities and their family members, friends

NAME OF THE GOOD PRACTICE 2:	Disability and a Good Life: Working with Disability
are the main differences amongst levels?	and allies; professionals in the care and community service sectors; medical and allied health professionals; educators; built environment professionals; advocates and policy makers; scholars; and lifelong learners.
Does the practice identified comply with the accessibility and usability provisions in order to allow teachers and trainers to use its contents? In the affirmative case, please describe the adaptations implemented.	Free access/Free certificate Yes, it can be exploited, used and adapted. The authorship must be recognized. https://www.my-mooc.com/en/mooc/working-with-disability/

2.5 Good practices for policy recommendations in Romania

NAME OF THE GOOD PRACTICE 1:	National Strategy for Persons with Disabilities 2021-2027 (PROJECT)
Type of policy recommendation (policy, strategy, funding, governmental programme or facility, guidelines, standards and benchmarks on accessibility and inclusion etc.)	Law/policy development https://mmuncii.ro/j33/index.php/ro/transparenta/proiecte-in-dezbatere/6259-proiect-de-hotarare-pentru-aprobarea-strategiei-nationale-privind-drepturile-persoanelor-cu-dizabilit%C4%83ti-2021-2027
Description of the identified good practice.	<p>The overall goal of the 2021-2027 Strategy is to ensure the full and effective participation of people with disabilities, based on freedom of decision, in all areas of life and in an accessible and resilient environment.</p> <p>The beneficiaries of the 2021-2027 Strategy are persons with disabilities, children and adults, as the group is defined by Article 1 of the Convention on the Rights of Persons with Disabilities, and society in general: family members caring for people with disabilities, legal representatives, staff involved in direct activities, teachers, professionals, representatives of academia, human rights institutions, authorities and other entities.</p> <p>The 2021-2027 strategy has eight priority areas:</p> <ol style="list-style-type: none"> 1. Accessibility and mobility; 2. Actual protection of the rights of persons with disabilities; 3. Employment; 4. Social protection, including empowerment/ rehabilitation; 5. An independent and community-integrated life, including access to public services; 6. Education; 7. Health; 8. Political and public participation.

<p>NAME OF THE GOOD PRACTICE 1:</p>	<p>National Strategy for Persons with Disabilities 2021-2027 (PROJECT)</p>
<p>Short description of the main aims, target and desired impact (businesses/employers, persons with disabilities, social services/support providers etc.)</p>	<p>DIRECTIONS OF ACTION:</p> <ul style="list-style-type: none"> • Ensuring the physical, informational and communicative access of people with disabilities to the products, services and programmes that society makes available to its members. • Equal recognition before the law of persons with disabilities for the exercise of all fundamental rights, including decision-making in all aspects of their lives. • Ensuring the opportunity for people with disabilities to implement and develop skills and competencies, as well as creative and productive potential, in a freely chosen occupation and in an inclusive, accessible and adapted workplace. • Ensuring an adequate standard of living for people with disabilities, with equal opportunities to all other people. • Ensuring independent living for people with disabilities, a fundamental human right, is essential for the development of personal identity and the realization of human potential. • The access of children and young people with disabilities and / or special educational needs (SEN) to quality inclusive education in the community, on an equal footing with other students, so that they can reach their full potential for development. • Providing the best quality health services for people with disabilities. • Ensuring the active participation of people with disabilities, as full members of society, with equal rights. • Implement the Convention on the Rights of Persons with Disabilities and monitoring compliance with the rights of persons with disabilities.
<p>Elements of the identified good practice that can be transferable to “O4 – Policy recommendations for social inclusion of persons with disabilities through employability: The role of SMEs and good practices of the Beyond Inclusion intervention”</p>	<p>Employment objectives:</p> <p>Increasing access to employment for people with disabilities:</p> <ul style="list-style-type: none"> • Ensuring the effective exercise of the right to work • Developing effective tools to stimulate employment for people with disabilities • Increasing the role of employment services adapted to the needs of people with disabilities • Raising awareness among people with disabilities of working age and employers to support entry into the labour market <p>Increasing the quality of employment for people with disabilities:</p> <ul style="list-style-type: none"> • Access for people with disabilities to quality jobs that protect them from poverty, adapted to their work capacities

NAME OF THE GOOD PRACTICE 1:	National Strategy for Persons with Disabilities 2021-2027 (PROJECT)
	<ul style="list-style-type: none"> Protecting people with disabilities from poverty, through employment Adapting jobs to the needs of people with disabilities <p>Increasing the access of people with disabilities to vocational training programs.</p>

NAME OF THE GOOD PRACTICE 2:	The Dutch social system
Type of policy recommendation (policy, strategy, funding, governmental programme or facility, guidelines, standards and benchmarks on accessibility and inclusion etc.)	Policy
Description of the identified good practice.	The policy of the Dutch system is oriented towards activation at work, non-hospitalization of people, development of work skills, accessibility of jobs and the creation of social economy enterprises/protected units for people at a distance from the labour market.
Short description of the main aims, target and desired impact (businesses/employers, persons with disabilities, social services/support providers etc.)	<p>There are 2 ways for people with disabilities to work: 1. in protected units, i.e. inside (sheltered employment) and 2. adapted workplaces, on the free market, i.e. outside (adapted employment).</p> <p>There is a system in the form of a ladder from the inside to the outside: in the first stage the disabled person is with the group in the protected unit, after which they gradually detach, individually until they manage to reach the free market and have a classic work contract.</p> <p>Reintegration into employment: In the Netherlands, a distinction is made between people with disabilities who cannot work and people with disabilities who do not want to work. The state supports those who really cannot work, offering them subsidies, but those who do not want to work are penalized and part of the money from the subsidy is withdrawn.</p> <p>The reintegration of people with disabilities into the labour market is done by public social services, by private organizations or by both</p>
Elements of the identified good practice that can be transferable to "O4 – Policy recommendations for social inclusion of persons with disabilities through employability: The role of SMEs and good practices of the Beyond Inclusion intervention"	<p>Good practice policy model to improve current legislation.</p> <p><i>According to Law no. 448/2006:</i> <i>The employment of the disabled person shall be made in the following forms: on the free labour market; at the domicile; in protected forms such as: „protected workplace” or „authorized protected unit”.</i></p> <ul style="list-style-type: none"> <i>„protected workplace” is „the space related to the activity of the disabled person, adapted to his/her needs, which includes</i>

NAME OF THE GOOD PRACTICE 2:	The Dutch social system
	<p><i>at least the workplace, the equipment, the bathroom and the ways of access."</i></p> <ul style="list-style-type: none"> • „authorized protected unit" is „ the private or public law economic operator, with its own administration, within which at least 30% of the total number of employees with an individual labour contract are disabled persons.

3. Quantitative and qualitative study on employability-disability nexus

3.1 Employability of the persons with disabilities in the SMEs

In Romania, from the analysed sample, 11 SMEs (36.7%) are currently employing and/or have employed in the past persons with disabilities (hearing impairments, visual impairments, mobility impairments, other types of disabilities).

When hiring persons with disabilities, these companies have mainly used the following approach: through direct recruitment/recommendations - 100.0%, through the Employment Office (State Institution) - 18.2% while the persons with disabilities prefer to look for a job by applying online for an available position – 34.6%, by directly contacting the employer – 26.9% and/or through recommendations (with the help of family, friends, acquaintances) – 23.1%.

19 SMEs (63.3%) are not employing and/or have not employed in the past persons with disabilities, due to reasons such as: it was not the case/did not have suitable positions/did not have the opportunity - 52.6%. Other reasons mentioned are: inability to fill the position according to the medical analysis, the field requires continuous activity and skill (n.b. patient services), relatively few hires per year and a lack of candidates with disabilities, very high risk factor (n.b. glass handling), the company has very few employees, lack of jobs available to ensure a safe job for people with disabilities, the field of work does not allow or attract candidates in this category, lack of access facilities for people with kinetic disabilities.

When looking for a job, the persons with disabilities are motivated by the following reasons: to be financially independent from the family – 38.5% the desire to pursue the profession for which I prepared – 30.8%, to learn new things/acquiring new skills – 30.8%, and refer to the family (50.0%), the friends (34.6%) and the teachers/the former teachers (15.4%) for advice or support. 34.6% of respondents mentioned that they did not receive any support.

3.3 % of SMEs consider the legislation supporting the integration of people with disabilities into the labour market to be effective while 53.3% of SMEs view the legislation in Romania as not effective enough. 30.0% don't know/ they could not answer.

The following shortcomings and gaps in the legislation have been identified by the respondents: lack of aides at work, lack of rules for the application of legal provisions, lack of actual tax benefits for employers integrating persons with disabilities, lack of actual support for these employers (for the integration and retention of persons with disabilities), failure to give due importance to this category of people, tax regime of changes in the work environment to facilitate the employment of such people. Over half of the questioned persons with disabilities (hearing impairments, visual impairments, mobility impairments) (61.5%) think that finding and sustaining work in Romania is challenging (very



challenging or somewhat challenging). The percent is 100% in the case of persons with mobility impairments).

To elaborate on the aspects addressed in the quantitative surveys in Romania 10 interviews were held. Sign interpreters were provided for the persons with hearing and visual impairments.

In interviews with people with disabilities, one first issue identified by all interviewees is related to employment information. In general, there are no jobs for people with disabilities, and information about job fairs or the Job Exchange is not shared well enough. People with hearing impairments have been mainly helped by the deaf community or found it easier to get a job with the support of the Romanian National Association of the Deaf. People with visual impairments have often turned to acquaintances or friends who have the same disability (“I agreed with a college classmate, also blind, that either of us who finds his first job should recommend the other. He was the first to be accepted and after a few months his employers called me for an interview. They hired me and now we are both colleagues, even though we are blind”, Bogdan (27 years old). In the case of people with physical disabilities, they find it hardest to find a job, because employers often believe that in addition to their lack of mobility, they could also hide a mental problem. People with physical disabilities stated that they found a job among friends or relatives, or participated in public competitions in state institutions, and received very little help from NGOs or other budgetary institutions.

Regarding the recruitment process, most of the interviewees stated that employers reject them after they find out about a disability. Some of the interviewees confessed that there were situations in which they did not say that they had a disability, and, finally, when they arrived at the interview, they were extremely politely refused.

Three of the interviewees claimed that they accepted difficult working conditions for them: extended hours, intense physical effort, unskilled work because they could not find anything else.

Among the obstacles identified by the persons with disabilities interviewed were:

- Communication difficulties. All four deaf people interviewed confessed that they had problems at work due to the fact that they could not be understood by their superiors. They either did not manage to explain to their superiors what their needs or complaints were, or their superiors did not know how to explain to them more clearly what they had to do, what problems arose, where they were wrong etc. The lack of an interpreter to mediate relations with employers or to play the role of a job coach has led to unpleasant situations, resulting in job loss for people with hearing impairments;
- Lack of information on the skills of visually impaired people. The three visually impaired people interviewed reported that most of the obstacles they faced arose from the lack of information from employers about what a blind person can do. From the perspective of the interviewees, employers generally have a negative perception of visually impaired people, considering them less able to work or travel, and therefore unproductive or less productive;
- The lack of accessibility of spaces and jobs was one of the barriers identified both by the physically disabled and visually impaired people interviewed. Making the workplace more accessible remains a goal for ensuring and enforcing the legislation. Supporting the accessibility of jobs and providing more profitable tax facilities to this end are the main ways to motivate employers to recruit persons with disabilities;
- Discrimination in the workplace, especially from colleagues, is another problem that the people with disabilities interviewed have faced and continue to face. The health problems of



people with disabilities make them seem inferior in the eyes of colleagues. Among the situations reported by interviewees, what caught our attention was the dominant attitude of taking advantage of people with disabilities, which is generally shown by colleagues. Often at work, people with disabilities are considered naive and submissive, as others feel that no matter how they harass them, they will not have the courage to face them or complain.

3.2 Levels of awareness regarding the social, cultural, financial value of a diverse, disability-inclusive workforce in the SMEs

93.3% of the SMEs consider the inclusion of individuals with disabilities into the labour market as important or very important.

When approaching the employment of the persons with disabilities most of the responding SMEs agree that:

- A person with disabilities makes a greater effort to find a job than a person without disabilities - 93.3%;
- There are employers who consider physical disability an impediment to employment - 86.7%;
- For a person with disabilities finding a job is mainly determined by the skills and knowledge possessed - 76.7%;
- Hiring a person with disabilities brings benefits and advantages to the company - 73.3%;
- Hiring persons with disabilities has positive effects on the image of the company/organization/institution - 70.0%.

When asked the same question, the persons with disabilities share some similar views as the representatives of the SMEs. From their perspective:

- A person with disabilities makes a greater effort to find a job than a person without disabilities – 96.2%;
- Hiring a person with disabilities brings benefits and advantages to the company – 84.6%;
- The quality of the work done by a person with disabilities is the same as that of those without disabilities – 84.6%
- A person with disabilities can integrate very well into the normal work pace – 84.6%;
- A person with disabilities can easily integrate into a team – 84.6%.

From the 11 SMEs (36.7%) which are currently employing and/or have employed in the past persons with disabilities all are satisfied (27.3%) or very satisfied (72.7%) with the performance of the persons with disabilities in the workplace.

While applying for a job 34.6% of the respondents encountered „a positive/encouraging behaviour with regard to the integration of persons with disabilities” while 15.4% “a negative/discriminatory/discouraging behaviour with regard to the integration of persons with disabilities” or both (34.6%).

For 96.2% of respondents is important and very important to have a job and for 76.5% of the respondents who have a job the current job is the right one.

While at the workplace, most of the respondents would like to see the following changes in the attitude of their colleagues/peers:

- To be treated as an individual because all people should be treated equally – 30.8%;
- To avoid showing pity or being patronizing – 30.8%;

- To avoid focussing on my disability and act as they would normally act – 30.8%;
- To be more supportive / understanding when I make mistakes – 23.1%;
- To acknowledge that I can accomplish whatever task is at hand – 23.1%.

For 30.8% of the respondents everything is fine, no change is required.

3.3 Impeding factors in hiring persons with disabilities in the SMEs

Most of the representatives of SMEs note that they have concerns when hiring persons with disabilities, such as:

- Lack of knowledge or information about people with disabilities - 60.0%;
- You cannot find qualified people with disabilities - 56.7%;
- Discomfort or unfamiliarity regarding hiring people with disabilities - 53.3%;
- Not knowing how much accommodation will cost - 50.0%;
- Actual cost of accommodating disability - 50.0%.

When accommodating employees with disabilities within the company, the special requirements in carrying out the job is the main issue for majority of the respondents (73.3%). They also note that the unfavourable attitude of colleagues (16.7%), the unfavourable attitude of supervisors (10.0%), and the unfavourable attitude of customers (6.7%) may hinder this process.

From the perspective of the SMEs representatives, the persons with disabilities face the following main challenges when entering the labour market:

- Employers rarely see people with disabilities applying for jobs - 73.3%;
- Employers' perception of persons with disabilities / don't know how to handle the needs of a worker with a disability on the job / concerns about attitudes of co-workers toward the person with a disability - 56.7%;
- Lack of promotion of jobs among persons with various disabilities - 53.3%;
- Particularities of vacancies - 43.3%;
- The disability perceived as a deterrent to accomplish the work to the same standards as other employees - 36.7%.

The persons with disabilities consider that they face the following challenges when entering the labour market:

- Employers' perception of persons with disabilities / don't know how to handle the needs of a worker with a disability on the job / concerns about attitudes of co-workers toward the person with a disability – 65.4%;
- The disability perceived as a deterrent to accomplish the work to the same standards as other employees – 61.5%;
- Lack of promotion of jobs among persons with various disabilities – 50.0%;
- Employers rarely see people with disabilities applying for jobs – 38.5%;
- Improper application of the equal opportunities legislation in recruitment and selection by potential employers / discrimination against job applicants with disabilities – 30.8%.

When analysing the 2 groups we can observed that there are some differences such as while the SMEs view the Employers rarely see people with disabilities applying for jobs – 73.3% as main challenge, the persons with disabilities attribute a similar impact the Employers' perception of persons with



disabilities / don't know how to handle the needs of a worker with a disability on the job / concerns about attitudes of co-workers toward the person with a disability – 65.4%.

Interaction with people with disabilities has highlighted many reasons and causes for being employed in such a low percentage. In the opinion of the persons with disabilities interviewed, the Romanian education system does not offer qualifications in accordance with the requirements of the labour market, nor are the qualification courses offered by the various employment agencies appropriate to the skills they have, e.g. in some qualification courses they attended, people with hearing impairments did not have an interpreter. For this reason, most have found jobs in fields other than those for which they were trained, or have accepted unskilled jobs.

In the opinion of persons with disabilities, the best active measures to stimulate employment are: providing greater facilities to employers so that they create more jobs for persons with disabilities; making the environment more accessible so that a person with disabilities can get to work on time; informing the general public about the benefits of employing a person with disabilities, for example the transition from a socially and financially assisted status to a taxpayer status.

Regarding legislation, most interviewees are not very familiar with the legislative aspects regarding the rights of people with disabilities. What is worse is that most interviewees do not know the labour legislation (Labour Code), nor the institutions to which they must turn in order to resolve a labour dispute or to look for a job.

3.4 Perceived facilitating factors in hiring persons with disabilities in the SMEs

To increase the number of persons with disabilities in employment, the SMEs indicate the following possible measures:

- More financial / economic facilities for employers (e.g. tax reduction in relation to the number of persons with disabilities employed) - 70.0%;
- Investments in specific programmes and services for persons with disabilities - 70.0%;
- Creating specific jobs for persons with disabilities - 66.7%;
- Increasing public awareness and understanding of disability - 56.7%;
- More adequate policies and standards to take into account the needs of persons with disabilities (e.g. clear policy of inclusive education, enforceable access standards in physical environments, and priority accorded to rehabilitation) - 53.3%;
- Training programmes for employers to create an inclusive mindset among SME's - 53.3%.

Similarly, the persons with disabilities view the following measures as possible to lead to an increase in the number of persons with disabilities in employment:

- Investments in specific programmes and services for persons with disabilities - 69.2%;
- Involving the persons with disabilities in decision-making to enable individuals to communicate their needs and choices - 69.2%;
- Increasing public awareness and understanding of disability - 65.4%;
- Creating specific jobs for persons with disabilities - 57.7%;
- More financial / economic facilities for employers (e.g. tax reduction in relation to the number of persons with disabilities employed) - 53.8%.

According to the respondents, in order to better integrate in the workplace, the persons with disabilities need/can benefit, from:



- Adaptation of the work environment to provide access to the place of work (e.g. accessible parking, elevators, modified toilets, railings), 73.3% of SMEs; 26.9% of Persons with disabilities respectively;
- Enforcing policies prohibiting discrimination in the workplace, 53.3% of SMEs; 42.3% of Persons with disabilities respectively;
- Ensuring equal opportunities with other workers at the workplace to acquire the skills and experience necessary to advance in the career, 53.3% of SMEs; 53.8% of Persons with disabilities respectively;
- Better communication and awareness raising within the workplace in regard to potential challenges for workers with disabilities, 46.7% of SMEs; 38.5% of Persons with disabilities respectively;
- A clear company strategy on disability management in the workplace, 43.3% of SMEs; 38.5% of Persons with disabilities respectively.

To get a job, for the persons with disabilities the determining factors are: Skills acquired during studies – 73.1%; Experience in the field – 42.3%; Consistent tracking of job postings and Personality traits – 38.5%.

The knowledge and understanding of the legislation regarding the employment of persons with disabilities would improve the work situation for 65.4% of respondents.

The participation in programmes supporting professional development for inclusion in the labour market (courses, trainings, seminars/workshops, etc.) is useful for 38.5% of respondents. 13.3% of SMEs organize this type of programmes within their company/ institution, for example: social enterprise; changes to workspaces; programmes with European funding etc.

For the respondents, the following skills and abilities are considered to be the most important to be developed in a person with disabilities, for employment: Responsibility - 76.9%, Courage - 73.1%, Conscientiousness - 65.4%, Openness to Experience - 65.4%, Motivation - 65.4%, and Teamwork - 65.4%.

Interviews with people with disabilities have highlighted the need to train them in topics related to the work they are currently performing or in connection with the training of skills that will help them find a job more easily or be more readily accepted by employers. Most interviewees want to develop their digital skills, seek courses in which to learn how to better present themselves at an interview, how to complete their CV professionally, how to convince or negotiate with employers.

3.5 Perceived benefits of hiring persons with disabilities in the SMEs

When considering the advantages/benefits to hiring individuals with disabilities, the following were identified by the responding SMEs:

- Employees with disabilities are as capable as anyone else - 33.3%;
- Tax breaks for the company / employer financial or economic incentives - 30.0%;
- Better interaction between diverse staff members / a positive workplace culture - 26.7%;
- Enhancing and increasing engagement and motivation of the staff members - 20.0%;
- Added value for job morale, company culture and social mission - 20.0%.

3.6 Preferred steps and guiding/training/consulting pedagogy, material, guidelines towards creating a disability-inclusive workforce

57.7% of the questioned persons with disabilities have been involved in training programmes before: Payed on my own – 60.0%; Organized by the faculty/educational institution – 26.7%; Organized by the employer – 20.0%; Organized in European fund projects – 20.0%; Organized by institutions/organizations supporting the rights of persons with disabilities – 20.0%.

42.3% of the respondents did not previously participated in training programmes due to: I didn't know where to turn – 45.5%, I did not find out in time about their support – 36.4%, Lack of time – 18.2%, They did not meet my needs – 18.2%, Cost of the course – 18.2% but 84.6% of respondents would be interested in being involved in a training program with topics such as: showing how to demonstrate, acquire, develop job skills and /or apply transferable soft skills at the workplace to help; professional growth (76.9%) and/or personal growth (53.8%). Training courses which are interactive/stimulating were preferred by (92.3%) of respondents while classic, theoretical, lecture-based courses by (7.7%). The following topics in developing learning tools for persons with disabilities to be better equipped in finding and maintaining a job are viewed as important and very important:

- About myself: Personality traits and inventory (84.6%), interests (84.6%), personal values (73.1%), my life skills (88.5%);
- Disability and the job market: Career exploration (76.9%), job search methods (84.6%), identification of jobs and job matching (80.8%);
- Self-presentation and self-marketing: applying for a job (80.8%), the resume and the job interview (80.5%), dealing with employers and negotiation (80.8%), self-presentation skills (96.2%), promoting the value in me (what can I offer) (96.2%), marketing disability (80.8%);
- At the workplace: job skills vis-à-vis disability (92.3%), focus on soft skills (understanding and readiness for application) (88.5%), dealing with employee and employer expectations (88.5%), professional development (92.3%).

When developing learning tools to create a disability-inclusive work force, the following topics were considered as important and very important by the SMEs:

- Building synergies and partnerships with recruitment sources promoting persons with disabilities as prospect employees - 86.7%;
- Benefits of hiring people by looking at all labour markets - 83.3%;
- Persons with disabilities as a source of high work quality - 83.3%;
- Promoting and communicating equal opportunity commitment on the ground of disability as company's business differentiator and driver - 83.3%;
- Creating the right work environment and providing workplace flexibility (including time, place, task) - 83.3%;
- Workplace mentoring for employees and employers for a disability-inclusive and disability-friendly workplace - 83.3%;
- Personnel strategy (e.g. recruiting, retention, talent identification, professional development strategies and practices etc.) - 76.7%;
- The added value for job morale, company culture and social mission - 70.0%;
- The inclusive and diverse workplace as driver for increased consumer market and revenue - 66.7%;



- Enhancing and increasing productivity (products and services) by bringing unique skills, creativity, experiences and understanding - 60.0%.

The SMEs also consider that is important and very important to include the following type of information in the learning tools developed:

- Information showing how hiring people with disabilities has benefited other companies - 93.3%;
- Information showing how hiring people with disabilities can benefit company's bottom line - 90.0%;
- Information showing how hiring people with disabilities can increase company's productivity - 90.0%;
- Information showing how hiring people with disabilities has benefited nationally recognized companies - 83.3%;
- Testimonial information of senior executives/human resources managers/ line managers attesting to the success for their companies - 76.7%;
- Information on satisfactory job performance, attendance, and retention of people with disabilities - 73.3%;
- Information that is supported by statistics or research - 70.0%.

The respondents prefer to take professional training courses:

- Blended learning - 43.3% of SMEs; 34.6% of Persons with disabilities respectively;
- Remote / online training - 40.0% of SMEs; 23.1% of Persons with disabilities respectively;
- Group work - 36.7% of SMEs; 53.8% of Persons with disabilities respectively;
- Face-to-face training - 33.3% of SMEs; 26.9% of Persons with disabilities respectively.

The following means of presentation were considered as most relevant/useful for your learning process for SMEs: Learning platforms - 73.3%, Audio and video files - 70.0%, Animated presentations - 56.7%.

For persons with disabilities the following means of presentation were considered as most relevant/useful for your learning process: Learning platforms – 61.5%, Audio and video files – 61.5%, Internet link lists – 34.6%, Printable worksheets – 26.9%.

Interviews identified that preferred courses were those with fewer hours per day, but with a longer duration, and depending on the evolution of the pandemic, there was a preference for face-to-face courses, for the purpose of socialization and for practical reasons, but the option of blended learning was not excluded either.



4. Conclusions on developing learning materials and tools for SMEs and persons with disabilities

Inactivity is a major cause of poverty for persons with disabilities and, for this reason, we believe that all steps must be taken to find new solutions to stimulate them in finding a job. The data collected from employers and persons with disabilities, as well as the public information posted by ANPD, confirms that the lack of a system for monitoring the situation of persons with disabilities, as well as the lack of data on the most requested occupations that can be practised by this category of people, accentuates the lack of interest in finding a job, inactivity and limited possibilities of development and inclusion.

From the statistics provided every six months by ANPD, AJOFMs and information provided to the public by associations and foundations, the number of centres specializing in the information, counselling and mediation of the work of persons with disabilities is not very high, nor has it increased even though recommendations were made to this end. There are such centres in the following counties: Alba, Galați, Mureș, Mehedinți, Satu Mare. Also, the Job Exchange for people with disabilities, organized by AJOFM to know the demand and supply, has been organized less and less. Not organizing and/or not publicising such events does not create the possibility for employers to know people with disabilities, to communicate with them, to realize the skills and competences they have, to know the exact facilities granted by law.

All aspects analysed in this research explain the critical situation of people with disabilities. As socio-professional integration is an ongoing process, and as changes in society occur every day, we believe that it is never too late to launch initiatives to change the status quo. The current Romanian legislation significantly supports the employment of people with disabilities, therefore what drags this process on is related to other factors: ignorance, unpreparedness, habit in inactivity, lack of firm initiatives for active involvement of people with disabilities in labour market competition.

Most SMEs that participated in the research do not have any experience in employing people with disabilities, the main reason mentioned by them being the fact that they did not have the opportunity to make such hires.

The results of the research also show that the sector of non-governmental organizations supporting people with disabilities in finding a job is not very well developed, despite the increase in the number of civil institutions in recent years. Strengthening the role of non-governmental organizations in order to improve legislation and support the interests of persons with disabilities is an essential condition for social integration. SMEs that have or have had such employees recruited them mainly by recommendation, with the share of those who turned to the Employment Office (State Institution) only at 18.2%.

Independence can change the quality of life of disadvantaged people. In the research, interviewees mentioned the following as drivers in their job search: being financially independent from their family, the desire to pursue the profession for which they prepared, learning new things/acquiring new skills. Setting up special employment centres to support and guide people with disabilities in their job search, given that, probably, relatively few use public employment services (AJOFM and AMOFM), could help insertion onto the labour market much more.



The lack of a job can be seen as a deprivation of skills and understood as a failure of the beginning of the process of capitalizing on own rights, a process that must be encouraged and initiated together with people with disabilities.

The “financial incentives” and “tax deductions” factors do not guarantee social inclusion; various forms of work or experiences allow socialization and autonomy, as well as the feeling of “belonging” to a group or community. These elements are essential for the process of identifying as an adult who is useful to society. Financial support is a necessary measure, but it does not enable the development of potential or personality.

To reinforce what we have concluded, we offer a quote from Henry Ford, presented in a job advertisement for his factory in 1922:

“[...] There are 7882 different jobs in the factory. Of these, 949 are classified as heavy work requiring strong, able bodied and practically physically perfect men; 3,338 require men of ordinary physical development and strength. The remaining 3,595 jobs are disclosed as requiring no physical exertion and could be performed by the slightest, weakest sort of men. In fact, most of them could be satisfactorily filled by women or older children. The lightest jobs are again classified to discover how many of them required the use of full faculties, and we found that 670 could be filled by legless men, 2,637 by one-legged men, 2 by armless men, 715 by one-armed men, and 10 by blind men. Therefore, out of 7,882 kinds of jobs, 4,034—although some of them required strength—did not require full physical capacity. (...) The period of time required to learn the jobs described is as follows: 43% of jobs require a maximum of one day of training; 36% require one day to one week of training; 6% require one to two weeks; 14% require learning from one month to one year; 1% require training from one to six years” (Ford, 1922 apud Miralles, C. et al., 2007, pag.190).

Most SMEs feel that the social inclusion of persons with disabilities in the labour market is important or very important, but, for most people with disabilities who have participated in the research, finding and maintaining a job is very demanding.

In the perception of SMEs, people with disabilities make greater efforts to find a job than those without disabilities, there are employers who consider that physical disability is an impediment to employment; for a person with disabilities, finding a job is determined mainly by the skills and knowledge possessed, but hiring a person with disabilities brings benefits and advantages to the company; hiring people with disabilities has positive effects on the image of the company/organization/institution.

Like SMEs, persons with disabilities feel that they make greater efforts to find a job than those without disabilities and hiring a person with disabilities brings benefits and advantages to the company. Also, people with disabilities feel that the quality of the work done by a person with disabilities is the same as that of those without disabilities, a person with disabilities can integrate very well into the normal work pace, a person with disabilities can easily integrate into a team.

A very important aspect is the fact that most SMEs with experience in employing people with disabilities are very satisfied with their performance at work.

While at the workplace, most of the respondents would like to see the following changes in the attitude of their colleagues/peers: to be treated as an individual because all people should be treated equally; to avoid showing pity or being patronizing; to avoid focussing on my disability and act as they would normally act; to be more supportive / understanding when I make mistakes; to acknowledge that I can accomplish whatever task is at hand.



As while in the view of SMEs, Employers rarely see people with disabilities applying for jobs as the main challenge, persons with disabilities attribute a similar impact to the Employers' perception of persons with disabilities / don't know how to handle the needs of a worker with a disability on the job / have concerns about attitudes of co-workers toward the person with a disability.

To increase the number of persons with disabilities in employment, SMEs and Persons with disabilities indicate the following possible measures:

- More financial / economic facilities for employers (e.g. tax reduction in relation to the number of persons with disabilities employed) (especially SMEs);
- Investments in specific programmes and services for persons with disabilities;
- Creating specific jobs for persons with disabilities;
- Increasing public awareness and understanding of disability;
- More adequate policies and standards to take into account the needs of persons with disabilities (e.g. clear policy of inclusive education, enforceable access standards in physical environments, and prioritisation of rehabilitation);
- Training programmes for employers to create an inclusive mindset among SME's.

According to the respondents, in order to better integrate in the workplace, persons with disabilities need/can benefit from:

- Adaptation of the work environment to provide access to the place of work (e.g. accessible parking, elevators, modified toilets, railings) (particularly SMEs);
- Enforcing policies prohibiting discrimination in the workplace;
- Ensuring equal opportunities with other workers at the workplace, to acquire the skills and experience necessary to advance in their careers;
- Better communication and awareness raising within the workplace in regard to potential challenges for workers with disabilities;
- A clear company strategy on disability management in the workplace.

To get a job, determining factors for persons with disabilities are: skills acquired during their studies, experience in the field and consistent tracking of job postings and Personality traits.

The knowledge and understanding of the legislation regarding the employment of persons with disabilities would improve their work situation.

Even if participation in programmes supporting professional development for inclusion in the labour market (courses, trainings, seminars/workshops etc.) is considered useful, a very small number of SMEs organize this type of programmes within their company/ institution.

Recommendations

As a result of the analysis of the data obtained, we propose some solutions that could have an impact on improving certain aspects and supporting the initiatives in favour of employing people with disabilities:

- Better media coverage of the situation of people with disabilities in order for employers to get to know them, but also to raise their and society's awareness in general, to help these people enjoy the rights provided by the current legislation and to fight against prejudice and misinformation. At present, people with disabilities are perceived more as welfare recipients, and not as a potential workforce;



- The number of occupations young people with disabilities train for is relatively small and undiversified in relation to the existing offers on the labour market, but also to their individual diversity;
- The introduction into the curriculum for special vocational schools or special high schools of some educational disciplines that could prepare them for an occupation that they can carry out from home;
- Reducing the dependence of youth/people with disabilities on the minimum income guaranteed by the state, a situation that leads to high costs that the state has to bear, with the greatest danger of perpetuating the situation of someone who gets used to being dependent;
- Encouragement and support by the State of social entrepreneurship, especially among NGOs dealing with people with disabilities;
- Families caring for people with disabilities should be counselled by professionals in the field, to understand the role of young people's independence and its implications for coping with everyday life;
- More support from the State for the establishment of social enterprises;
- Greater emphasis on labour mediation in the case of graduates with disabilities;
- Offering professional qualification courses adapted to the needs and particularities of each type of deficiency and State financial support for these courses;
- Ensuring and enforcing legislation regarding workplace accessibility;
- Inclusion of the support trainer profession (with a role similar to a support/itinerant teacher) in the Classification of Occupations in Romania and in the professional training system for adults.

Recommendations regarding the training content and delivery

Based on the findings of the research, the following recommendations could be taken into account in the process of implementing the future activities of the project:

- A large part of those who had not participated in training courses at the time of the research listed as a reason that they did not know who to turn to, so better promotion would be beneficial, most respondents showing high interest in training programmes on topics such as: showing how you can demonstrate, acquire, develop professional skills and/or apply transferable soft skills at work.
- Both professional development and personal development courses are considered useful, but with a higher weight for the professional side.
- Training courses which are interactive/stimulating are preferred.
- SMEs prefer to take professional training courses such as: Blended learning and Remote / online training, while persons with disabilities prefer to take professional training courses such as: Group work and Blended learning.
- The following means of presentation were considered as the most relevant/useful in the learning process for SMEs: Learning platforms, Audio and video files, Animated presentations.
- For persons with disabilities, the following means of presentation were considered as the most relevant/useful in the learning process: Learning platforms, Audio and video files, Internet link lists, Printable worksheets.



- The following topics in developing learning tools for people with disabilities to be better equipped in finding and maintaining a job are viewed as important and very important:
 - About myself: Personality traits and inventory, interests, personal values, my life skills;
 - Disability and the job market: Career exploration, job search methods, identification of jobs and job matching;
 - Self-presentation and self-marketing: applying for a job, the resume and the job interview, dealing with employers and negotiation, self-presentation skills, promoting the value in me (what I can offer), marketing disability;
 - At the workplace: job skills vis-à-vis disability, focus on soft skills (understanding and readiness for application), dealing with employee and employer expectations (88.5%), professional development.
- When developing learning tools to create a disability-inclusive work force, the following topics were considered as important and very important by SMEs:
 - Building synergies and partnerships with recruitment sources promoting persons with disabilities as prospective employees;
 - Benefits of hiring people by looking at all labour markets;
 - Persons with disabilities as a source of high work quality;
 - Promoting and communicating equal opportunity commitment on the ground of disability as company's business differentiator and driver;
 - Creating the right work environment and providing workplace flexibility (including time, place, task);
 - Workplace mentoring for employees and employers for a disability-inclusive and disability-friendly workplace;
 - Personnel strategy (e.g. recruiting, retention, talent identification, professional development strategies and practices etc.);
 - The added value for job morale, company culture and social mission;
 - The inclusive and diverse workplace as a driver for increased consumer market and revenue;
 - Enhancing and increasing productivity (products and services) by bringing in unique skills, creativity, experiences and understanding.
- The SMEs also consider that is important and very important to include the following types of information in the learning tools developed:
 - Information showing how hiring people with disabilities has benefited other companies
 - Information showing how hiring people with disabilities can benefit the company's bottom line;
 - Information showing how hiring people with disabilities can increase the company's productivity;
 - Information showing how hiring people with disabilities has benefited nationally recognized companies;
 - Testimonial information of senior executives/human resources managers/ line managers attesting to their success within their companies;
 - Information on satisfactory job performance, attendance, and retention of people with disabilities;
 - Information that is supported by statistics or research.

Annex Tables

Quantitative study detailed results – SME's

TABLE 0-1 EMPLOYABILITY OF THE PERSONS WITH DISABILITIES IN THE COMPANY

	Count	%
Hearing impairments	4	13.3
Visual impairments	2	6.7
Mobility impairments	7	23.3
Other types of disabilities	6	20.0
No employees with disabilities	19	63.3

Base: total sample, N=30

Q6. Do you / did you employ persons with disabilities in the company? (Multiple answer)

TABLE 0-2 REASONS WHY THE SMEs HAVE/HAD NO EMPLOYEES WITH DISABILITIES IN THE COMPANY

	Count	%
Our medical analysis during recruitment has shown our potential hire's inability to occupy the position.	1	5.3
The field is one in which work is only done with patients, so continuous activity and skill are required.	1	5.3
We have relatively few hires a year and so far it has not been the case, but I can not say that we have had candidates with disabilities.	1	5.3
The risk factor is very high in handling glass	1	5.3
The company I manage is a small one with a maximum of 2-3 employees.	1	5.3
the opportunity did not arise	1	5.3
It was not the case	1	5.3
We did not have any	1	5.3
We did not have such candidates for the interview	1	5.3
We did not have job applications from these people	1	5.3
There was no need, since it is a small company	1	5.3
We did not have the occasion	1	5.3
There were no suitable positions	1	5.3
WE WERE NOT REQUESTED	1	5.3
we do not currently have jobs available to safely provide a job for people with disabilities	1	5.3
it was not the case	1	5.3
The industry of the company does not allow for it - perhaps only people with mild disabilities.	1	5.3
I cannot mention a reason, it is possible that the field in which we operate has not attracted such candidates. We only had one person at the interview, to whom we made a job offer that they did not accept.	1	5.3
We are renting a location without access for people with mobility impairments	1	5.3

Base: the respondents who do not have / did not have employees with disabilities in the company, N=19 (answer "No employees with disabilities" at Q6 question)

Q7. Please provide the reason(s) why, you have/had no employees with disabilities in the company: (open question)

TABLE 0-3 APPROACHES USED IN HIRING PERSONS WITH DISABILITIES

	Count	%
Recruitment through specialized recruitment and selection agencies	-	-
Through the Employment Office (State Institution)	2	18.2
Through direct recruitment/recommendations	11	100.0
Through participation in job fairs	-	-
By using online recruitment and selection platforms	1	9.1
With the help of organizations/bodies that support the rights of people with disabilities	1	9.1
Another option	-	-

Base: the respondents who have / had employees with disabilities in the company, N=11 (answer "Hearing impairments", "Visual impairments", "Mobility impairments" and/or "Other type of disabilities" at Q6 question)

Q8. What approach did you use in hiring persons with disabilities? (Multiple answer)

TABLE 0-4 THE EFFECTIVENESS OF THE LEGISLATION IN THIS COUNTRY SUPPORTING THE INTEGRATION OF PEOPLE WITH DISABILITIES INTO THE LABOUR MARKET

	Count	%
Not at all	4	13.3
Very slightly	6	20.0
Slightly	10	33.3
Greatly	1	3.3
Very greatly	-	-
I don't know/couldn't say	9	30.0

Base: total sample, N=30

Q20. Do you consider the legislation in this country supporting the integration of people with disabilities into the labour market to be effective? (Single answer)

TABLE 0-5 SHORTCOMINGS IN THE LEGISLATION FOR THE INTEGRATION OF PEOPLE WITH DISABILITIES INTO THE LABOUR MARKET

	Count	%
Yes	10	33.3
No	1	3.3
I don't know/couldn't say	19	63.3

Base: total sample, N=30

Q21. According to your knowledge, are there any shortcomings in the legislation for the integration of people with disabilities into the labour market? (Single answer)

TABLE 0-6 GAPS IN THE LEGISLATION FOR THE INTEGRATION OF PEOPLE WITH DISABILITIES INTO THE LABOUR MARKET

	Count	%
Lack of aides at work	1	10.0
lack of norms for the application of legal provisions	1	10.0
Lack of actual tax benefits for employers that integrate people with disabilities; lack of real support for these employers (for the integration and retention of people with disabilities)	1	10.0
I am not very familiar with this field	1	10.0
I don't know, I think they just aren't considered important enough in general	1	10.0
Tax regime of changes in the work environment to facilitate the employment of such persons	1	10.0
<i>I don't know/ it is not the case</i>	4	40.0

Base: the respondents who considers there are shortcomings in the legislation for the integration of people with disabilities into the labour market, N=10 (answer "Yes" at Q21 question)

Q22. Please mention gaps in the legislation for the integration of people with disabilities into the labour market, which you have faced in your professional activity: (Open question)

TABLE 0-7 SATISFACTION LEVEL TOWARD THE PERFORMANCE OF THE PERSONS WITH DISABILITIES IN THE WORKPLACE

	Count	%
Not at all	-	-
To a small extent	-	-
Neither, nor	-	-
To some extent	3	27.3
To a very large extent	8	72.7

Base: the respondents who have / had employees with disabilities in the company, N=11 (answer "Hearing impairments", "Visual impairments", "Mobility impairments" and/or "Other type of disabilities" at Q6 question)

Q9. To what extent are you satisfied with the performance of the persons with disabilities in the workplace? (Single answer)

TABLE 1-8 IMPORTANCE OF THE INCLUSION OF INDIVIDUALS WITH DISABILITIES IN THE LABOUR MARKET

	Total		Have/had employees with disability		Have/had no employees with disability	
	Count	%	Count	%	Count	%
Not at all important	-	-	-	-	-	-
Not important	1	3.3	-	-	1	5.3
Neither unimportant, nor important	1	3.3	1	9.1	-	-
Important	15	50.0	5	45.5	10	52.6
Very important	13	43.3	5	45.5	8	42.1

Base: total sample, N=30

Q10. From your point of view, how important is the inclusion of individuals with disabilities in the labour market? (Single answer)

TABLE 1-9 PERCEPTIONS OF DISABILITY AND EMPLOYABILITY

	%	Strongly disagree/ Disagree	Neither agree nor disagree	Agree/ Strongly agree
A person with disabilities has a disadvantage on the labour market.	16.7	16.7	66.7	
For a person with disabilities finding a job is mainly determined by the skills and knowledge possessed.	6.7	16.7	76.7	
There are employers who consider physical disability an impediment to employment.	3.3	10.0	86.7	
Hiring a person with disabilities brings benefits and advantages to the company.	-	26.7	73.3	
A person with disabilities makes a greater effort to find a job than a person without disabilities.	-	6.7	93.3	
For a person with disabilities, additional training is needed at work.	23.3	36.7	40.0	
Workers with disabilities lack the skills and experience to do our jobs.	63.3	30.0	6.7	
Hiring persons with disabilities has positive effects on the image of the company/organization/institution.	-	30.0	70.0	
People with disabilities show involvement and dedication in the workplace.	-	40.0	60.0	
The quality of the work done by a person with disabilities is the same as that of those without disabilities.	3.3	36.7	60.0	
Persons with disabilities may not be as safe and productive as other workers.	30.0	40.0	30.0	
A person with disabilities can integrate very well into the normal work pace.	10.0	36.7	53.3	
A person with disabilities can easily integrate into a team.	13.3	23.3	63.3	
It costs more to employ workers with disabilities than those without disabilities due to accommodations, additional management time, or healthcare and insurance costs.	33.3	30.0	36.7	
Supervisors are not comfortable managing people with disabilities.	46.7	23.3	30.0	
Supervisors are not sure how to evaluate a person with a disability.	43.3	26.7	30.0	
Supervisors are not sure how to take disciplinary action for a person with a disability.	33.3	26.7	40.0	

Base: total sample, N=30

Q12. Please state to what extent you agree with the following statements, on a scale of 1 to 5 where 1 means 'Strongly Disagree' and 5 - 'Strongly Agree': (Single answer per row)

TABLE 1-70 FACTORS /CHALLENGES THAT LIMIT THE ENTRY OF PERSONS WITH DISABILITIES TO THE LABOUR MARKET. SME PERSPECTIVE

	Count	%
Lack of promotion of jobs among persons with various disabilities	16	53.3
Employers rarely see people with disabilities applying for jobs	22	73.3
Employers' perception of persons with disabilities / don't know how to handle the needs of a worker with a disability on the job / concerns about attitudes of co-workers toward the person with a disability	17	56.7
Employers are afraid they won't be able to discipline or fire a worker with a disability for poor performance, because of potential lawsuits	7	23.3
Other employees' perception of persons with disabilities / concerns about the extra time that supervisors or co-workers will need to spend to assist workers with disabilities	4	13.3
Particularities of vacancies	13	43.3
Lack of training of persons with disabilities for job vacancies	5	16.7
Lack of necessary skills / experience of persons with disabilities needed to fill vacancies	7	23.3
Poor presentation at job interviews	10	33.3
Lack of counselling / support at work	7	23.3
The disability perceived as a deterrent to accomplish the work to the same standards as other employees	11	36.7
Employers' safety concerns regarding people with disabilities	4	13.3
The cost of providing reasonable accommodations so that workers with disabilities can do their jobs / other costs, such as increased health insurance or worker's compensation premiums	4	13.3
Lower earnings than in the case of persons without disabilities	-	-
Improper application of the equal opportunities legislation in recruitment and selection by potential employers / discrimination against job applicants with disabilities	2	6.7
Others	-	-

Base: total sample, N=30

Q13. From your point of view, what are the factors /challenges that limit the entry of persons with disabilities to the labour market? (Multiple answer)

TABLE 1-11 ISSUES HINDERING THE PROCESS OF ACCOMMODATING EMPLOYEES WITH DISABILITIES WITHIN THE COMPANY

	Count	%
Unfavourable attitude of colleagues	5	16.7
Unfavourable attitude of supervisors	3	10.0
Unfavourable attitude of customers	2	6.7
Special requirements in carrying out the job	22	73.3
Other: difficult access to offices, the fact that for the past 20 years of recruiting, I have not had any applicants with disabilities	1	3.3
There are none/ it is not the case	2	6.7

Base: total sample, N=30

Q14. From your point of view, what are the issues hindering the process of accommodating employees with disabilities within the company? (Multiple answer)

TABLE 1-12 ISSUES OF CONCERN IN HIRING PEOPLE WITH DISABILITIES

	%	Not at all/ To a small extent	Neither, nor	To some extent/ To a very large extent
Discomfort or unfamiliarity regarding hiring people with disabilities		30.0	16.7	53.3
Lack of knowledge or information about people with disabilities		33.3	6.7	60.0
Attitudes of co-workers		40.0	16.7	43.3
Attitudes of supervisors		40.0	30.0	30.0
Attitudes of customers		36.7	30.0	33.3
Not knowing how much accommodation will cost		30.0	20.0	50.0
Actual cost of accommodating disability		23.3	26.7	50.0
Concern about the cost of health care coverage		50.0	33.3	16.7
Concern about the cost of workers compensation premiums		53.3	30.0	16.7
Fear of litigation		43.3	36.7	20.0
You cannot find qualified people with disabilities		16.7	26.7	56.7
The nature of the work is such that it cannot be performed effectively		10.0	43.3	46.7

Base: total sample, N=30

Q15. To what extent are you concerned about the following issues in hiring people with disabilities? (Single answer per row)

TABLE 1-83 MEASURES THAT COULD LEAD TO AN INCREASE IN THE NUMBER OF PERSONS WITH DISABILITIES IN EMPLOYMENT

	Count	%
More adequate policies and standards to take into account the needs of persons with disabilities (e.g. clear policy of inclusive education, enforceable access standards in physical environments, and priority accorded to rehabilitation)	16	53.3
More financial / economic facilities for employers (e.g. tax reduction in relation to the number of persons with disabilities employed)	21	70.0
Investments in specific programmes and services for persons with disabilities	21	70.0
Involving the persons with disabilities in decision-making to enable individuals to communicate their needs and choices	10	33.3
Increasing public awareness and understanding of disability	17	56.7
Compelling employers to employ a certain number of persons with disabilities	2	6.7
Creating specific jobs for persons with disabilities	20	66.7
Adapting legislation so that it is more inclusive towards persons with disabilities	13	43.3
Greater support from local authorities through campaigns to promote the professional integration of persons with disabilities	12	40.0
Training programmes for employers to create an inclusive mindset among SME's	16	53.3

	Count	%
Involvement of state institutions in helping these categories of persons	10	33.3
Creating special training programmes for persons with disabilities	13	43.3
<i>Something else</i>	-	-

Base: total sample, N=30

Q16. According to your opinion, what measures could lead to an increase in the number of persons with disabilities in employment: (Multiple answer)

TABLE 1-14 MEASURES TO BETTER INTEGRATE THE PERSONS WITH DISABILITIES IN THE WORKPLACE

	Count	%
A clear company strategy on disability management in the workplace	13	43.3
Enforcing policies prohibiting discrimination in the workplace	16	53.3
Better communication and awareness raising within the workplace in regard to potential challenges for workers with disabilities	14	46.7
Adaptation of the work environment to provide access to the place of work (e.g. accessible parking, elevators, modified toilets, railings)	22	73.3
Adaptation of the job, including adjustment and modification of machinery and equipment and/or modification of the job content, working time and work organization (e.g. reduced working hours, light tasks, less demanding jobs)	14	46.7
Employee orientation to facilitate work experience	9	30.0
Organizing more team-building events within the company to ensure better integration to the workplace	6	20.0
Organizing more employer-sponsored training opportunities, manuals and courses targeted to persons with disabilities (hearing impairments, visual impairments, mobility impairments)	9	30.0
Accommodation measures and / or transportation assistance in order to utilize the residual potential and skills	8	26.7
Ensuring equal opportunities with other workers at the workplace to acquire the skills and experience necessary to advance in the career	16	53.3
A personal care attendant or personal assistant	2	6.7
Any kind of help depending on their disability or health state / a mentor (coach) to ensure support in problematic situations	14	46.7
Personal development courses	14	46.7
Courses for the development of different skills and abilities	14	46.7
<i>Something else</i>	-	-
<i>I don't know/couldn't say</i>	-	-

Base: total sample, N=30

Q17. From your experience or knowledge, in order to better integrate in the workplace, persons with disabilities need / can benefit from: (Multiple answer)

TABLE 1-15 THE EXISTENCE OF PROGRAMMES / MEASURES FOR SOCIO-PROFESSIONAL INTEGRATION OF PERSONS WITH DISABILITIES WITHIN THE COMPANY

	Count	%
Yes	4	13.3
No	26	86.7

Base: total sample, N=30

Q18. According to your knowledge, are there any programmes / measures for socio-professional integration of persons with disabilities within the company / institution in which you work? (Single answer)

TABLE 1-16 EXAMPLES OF PROGRAMMES / MEASURES FOR SOCIO-PROFESSIONAL INTEGRATION OF PERSONS WITH DISABILITIES WITHIN THE COMPANY

	Count	%
Social enterprise	1	25.0
The job itself	1	25.0
Workspace changes	1	25.0
European-funded programmes	1	25.0

Base: the respondents who mentioned that are there any programmes / measures for socio-professional integration of persons with disabilities within the company / institution in which they work, N=4 (answer "Yes" at Q18 question)

Q19. If so, please list some examples? (Open question)

TABLE 1-97 ADVANTAGES/BENEFITS FOR A COMPANY WHEN HIRING INDIVIDUALS WITH DISABILITIES

	Count	%
Tax breaks for the company / employer financial or economic incentives	9	30.0
Better interaction between diverse staff members / a positive workplace culture	8	26.7
Enhancing and increasing engagement and motivation of the staff members	6	20.0
A positive effect on the company's workforce, its customer base, and the community/ demonstrate commitment to social responsibility	5	16.7
A favourable / more attractive company image / employer brand	4	13.3
Added value for job morale, company culture and social mission	6	20.0
Employees with disabilities will increase diversity in the workplace / an inclusive and diverse workplace	3	10.0
Employees with disabilities are a source of high quality work / are very motivated individuals	3	10.0
Employees with disabilities are as capable as anyone else	10	33.3
Employees with disabilities create opportunity for organizational learning	1	3.3
Employees with disabilities have superior retention rates which reduces the high cost of turnover	-	-
Employees with disabilities are less likely to get into work related accidents	-	-
Employees with disabilities bring additional skills and perspectives to the business	1	3.3
Enhancing and increasing productivity by bringing new and unique skills	-	-
Other advantages / benefits (obtaining a protected unit authorization)	1	3.3
There are no advantages / benefits	2	6.7

	Count	%
<i>Not applicable/ we had no employees with disabilities</i>	12	40.0
<i>I don't know/couldn't say</i>	1	3.3

Base: total sample, N=30

Q11. What advantages/benefits have you identified as a company when hiring individuals with disabilities? (Multiple answer)

TABLE 1-108 IMPORTANCE FOR DEVELOPING LEARNING TOOLS FOR SMES

	%	Not at all important/ Not important	Neither unimportant, nor important	Important/ Very important
Digital training modules for SMEs to facilitate knowledge and to recognize the benefits from employing persons with disabilities	-	-	16.7	83.3
Learning material and tools to assist SMEs in creating a disability-inclusive workforce	-	-	13.3	86.7

Base: total sample, N=30

Q23. Please rate each of the following, in terms importance, for developing learning tools for SMEs (i.e. HR, managerial/executive level staff incl. consultants who are responsible for recruiting, hiring, retaining employees) to create an inclusive workforce (1 means Not Important and 5-'Very Important'? (Single answer per row)

TABLE 1-19 IMPORTANCE OF THE TOPICS TO BE INCLUDED IN THE LEARNING TOOLS FOR SMES TO CREATE A DISABILITY-INCLUSIVE WORK FORCE

	%	Not at all important/ Not important	Neither unimportant, nor important	Important/ Very important
Benefits of hiring people by looking at all labour markets	-	-	16.7	83.3
Persons with disabilities as a source of high work quality	3.3	3.3	13.3	83.3
The inclusive and diverse workplace as driver for increased consumer market and revenue	3.3	3.3	30.0	66.7
The added value for job morale, company culture and social mission	3.3	3.3	26.7	70.0
Enhancing and increasing productivity (products and services) by bringing unique skills, creativity, experiences and understanding	3.3	3.3	36.7	60.0
Employees with disabilities as a means to reduce employee turnover (longer tenure of employees with disability leading to reduced training and recruitment costs)	6.7	6.7	40.0	53.3
Responding to government guidelines and initiatives	20.0	20.0	50.0	30.0

	%	Not at all important/ Not important	Neither unimportant, nor important	Important/ Very important
Personnel strategy (e.g. recruiting, retention, talent identification, professional development strategies and practices etc.)		6.7	16.7	76.7
Promoting and communicating equal opportunity commitment on the ground of disability as company's business differentiator and driver		6.7	10.0	83.3
Building synergies and partnerships with recruitment sources promoting persons with disabilities as prospect employees		3.3	10.0	86.7
Creating the right work environment and providing workplace flexibility (including time, place, task)		3.3	13.3	83.3
Workplace mentoring for employees and employers for a disability-inclusive and disability-friendly workplace		3.3	13.3	83.3

Base: total sample, N=30

Q24. How important do you consider each of the following topics to be included in these learning tools for SMEs to create a disability-inclusive work force? (Single answer per row)

TABLE 1-20 TYPE OF INFORMATION TO BE INCLUDED IN THE LEARNING TOOLS FOR SMEs TO CREATE A DISABILITY-INCLUSIVE WORK FORCE

	%	Not at all important/ Not important	Neither unimportant, nor important	Important/ Very important
Information showing how hiring people with disabilities has benefited other companies		-	6.7	93.3
Information showing how hiring people with disabilities has benefited nationally recognized companies		-	16.7	83.3
Information showing how hiring people with disabilities can benefit company's bottom line		-	10.0	90.0
Information showing how hiring people with disabilities can increase company's productivity		-	10.0	90.0
Information that is supported by statistics or research		3.3	26.7	70.0
Information on satisfactory job performance, attendance, and retention of people with disabilities		-	26.7	73.3
Testimonial information of senior executives/human resources managers/ line managers attesting to the success for their companies		-	23.3	76.7

Base: total sample, N=30

Q25. How important do you consider each of the following type of information to be included in these learning tools for SMEs to create a disability-inclusive work force? (Single answer per row)

TABLE 1-21 APPROACHES TO BE INCLUDED IN THE PROFESSIONAL TRAINING COURSES

	Count	%
Face-to-face training	10	33.3
Remote / online training	12	40.0
Blended learning	13	43.3
Group work	11	36.7
Self-learning	6	20.0
Something else	-	-
I don't know/couldn't say	5	16.7

Base: total sample, N=30

Q26. If you were to take professional training courses, what approach would you be interested in? (Multiple answers)

TABLE 1-22 MEANS OF PRESENTATION MOST RELEVANT / USEFUL FOR THE LEARNING PROCESS

	Count	%
Printable worksheets	7	23.3
Infographics	7	23.3
Animated presentations	17	56.7
Slides for overhead projector	3	10.0
Open educational resources (OER)	4	13.3
Internet link lists	9	30.0
Audio and video files	21	70.0
Learning platforms	22	73.3
Other: practical exercises, such as case or situational studies	1	3.3

Base: total sample, N=30

Q27. According to your needs / preference, which of the following means of presentation are most relevant / useful for your learning process? (Multiple answers)

Quantitative study detailed results – Persons with disabilities

TABLE 2-1 APPROACHES USED TO SEARCH FOR JOBS

	Count	%
By applying online for an available position	9	34.6
By directly contacting the employer	7	26.9
Through recommendations (with the help of family, friends, acquaintances)	6	23.1
Recruitment and selection agencies	1	3.8
Participation in job fairs	-	-
With the help of organizations/bodies that support the rights of persons with disabilities	2	7.7
Through the Employment Office (State Institution)	-	-
I started my own business	1	3.8
Other	-	-

Base: total sample, N=26

Q1. How do you usually look for a job (if you don't currently have a job) / how did you manage to find a job? (Single answer)

TABLE 2-2 REASONS TO LOOK FOR A JOB

	Count	%
Lack of financial means	6	23.1
The desire to be part of a social group	6	23.1
So I don't get bored at home	3	11.5
The desire to pursue the profession for which I prepared	8	30.8
To be creative	5	19.2
To learn new things/Acquiring new skills	8	30.8
Because I want to be useful to my family	3	11.5
To be financially independent from the family	10	38.5
To be a model of an active citizen and exercise my rights	6	23.1
Something else (Student / Because I want to actively contribute to improving the social situation (but not only) of the person)	2	7.7

Base: total sample, N=26

Q2. What prompted you to look/apply for a job? (Multiple answer)

TABLE 0-3 SUPPORT/ADVICE RECEIVED IN FINDING A JOB

	Count	%
My family	13	50.0
My friends	9	34.6
My former classmates or co-workers	2	7.7
My teachers/my former teachers	4	15.4
Counselling or recruitment specialists	-	-
I did not receive any support	9	34.6
Others	1	3.8

Base: total sample, N=26

Q3. Who supported/adviced you in finding a job? (Multiple answer)

TABLE 2-4 FINDING AND SUSTAINING WORK FOR PERSONS WITH DISABILITIES

	Total		Visual impairment		Hearing impairment		Mobility impairment	
	Count	%	Count	%	Count	%	Count	%
Very challenging	7	26.9	2	15.4	2	25.0	3	60.0
Somewhat challenging	9	34.6	3	23.1	4	50.0	2	40.0
Neither, nor	5	19.2	4	30.8	1	12.5	-	-
Somewhat effortless	2	7.7	1	7.7	1	12.5	-	-
Effortless	3	11.5	3	23.1	-	-	-	-

Base: total sample, N=26

Q4. How would you assess finding and sustaining work, for persons with disabilities (hearing impairments, visual impairments, mobility impairments)? (Single answer)

TABLE 2-5 JOB IMPORTANCE

	Count	%
Not at all important	-	-
Not important	-	-
Neither unimportant, nor important	1	3.8
Important	6	23.1
Very important	19	73.1

Base: total sample, N=26

Q5. How important is for you to have a job? (Single answer)

TABLE 2-6 JOB SATISFACTION

	Count	%
Not at all	1	5.9
To a small extent	2	11.8
Neither, nor	1	5.9
To some extent	4	23.5
To a very large extent	9	52.9

Base: the respondents who have a job, N=17 (answer "Employee with one or more jobs" or "Self-employed/I have my own business" at D4 question)

Q6. To what extent do you think your current job is right for you? (Single answer)

TABLE 2-7 DESIRED CHANGES TO OCCUR IN THE ATTITUDE OF THE COLLEAGUES / PEERS

	Count	%
No change, everything is fine	8	30.8
To be more tolerant of the difficulties I have	5	19.2
To be more supportive / understanding when I make mistakes	6	23.1
To have more patience with me	5	19.2
To support and encourage me in my initiatives	3	11.5
To respect and understand my right to privacy	3	11.5
To be treated as an individual because all people should be treated equally	8	30.8
To avoid showing pity or being patronizing	8	30.8
To have the courage to ask about my disability rather than to presume knowledge	5	19.2

	Count	%
To avoid focussing on my disability and act as they would normally act	8	30.8
To always ask if I need help before actually helping	2	7.7
To acknowledge that I can accomplish whatever task is at hand	6	23.1
<i>Others</i>	-	-

Base: total sample, N=26

Q8. What changes would you like to occur in the attitude of your colleagues / peers? (Multiple answer)

TABLE 2-8 EMPLOYERS/RECRUITERS BEHAVIOURS

	Count	%
A positive/encouraging behaviour with regard to the integration of persons with disabilities	9	34.6
A negative/discriminatory/discouraging behaviour with regard to the integration of persons with disabilities	4	15.4
Both, i.e. both positive and negative/discriminatory behaviour	10	38.5
<i>Does not apply / I am looking for a job but have not participated in an interview</i>	3	11.5

Base: total sample, N=26

Q10. In the process of my job search, employers/recruiters displayed: (Single answer)

TABLE 2-9 PERCEPTIONS OF DISABILITY AND EMPLOYABILITY

	%	Strongly disagree/ Disagree	Neither agree nor disagree	Agree/ Strongly agree
A person with disabilities has a disadvantage on the labour market.	15.4	11.5	73.1	
For a person with disabilities finding a job is mainly determined by the skills and knowledge possessed.	26.9	19.2	53.8	
There are employers who consider physical disability an impediment to employment.	3.8	26.9	69.2	
Hiring a person with disabilities brings benefits and advantages to the company.	3.8	11.5	84.6	
A person with disabilities makes a greater effort to find a job than a person without disabilities.	0.0	3.8	96.2	
For a person with disabilities, additional training is needed at work.	7.7	30.8	61.5	
Workers with disabilities lack the skills and experience to do our jobs.	38.5	30.8	30.8	
Hiring persons with disabilities has positive effects on the image of the company/organization/institution.	0.0	23.1	76.9	
People with disabilities show involvement and dedication in the workplace.	3.8	30.8	65.4	
The quality of the work done by a person with disabilities is the same as that of those without disabilities.	0.0	15.4	84.6	

	%	Strongly disagree/ Disagree	Neither agree nor disagree	Agree/ Strongly agree
Persons with disabilities may not be as safe and productive as other workers.	34.6	19.2	46.2	
A person with disabilities can integrate very well into the normal work pace.	3.8	11.5	84.6	
A person with disabilities can easily integrate into a team.	3.8	11.5	84.6	
It costs more to employ workers with disabilities than those without disabilities due to accommodations, additional management time, or healthcare and insurance costs.	23.1	30.8	46.2	
Supervisors are not comfortable managing people with disabilities.	26.9	23.1	50.0	
Supervisors are not sure how to evaluate a person with a disability.	19.2	15.4	65.4	
Supervisors are not sure how to take disciplinary action for a person with a disability.	15.4	30.8	53.8	

Base: total sample, N=26

Q14. Please state to what extent you agree with the following statements, on a scale of 1 to 5 where 1 means 'Strongly Disagree' and 5 - 'Strongly Agree': (Single answer per row)

TABLE 2-50 FACTORS /CHALLENGES THAT LIMIT THE ENTRY OF PERSONS WITH DISABILITIES TO THE LABOUR MARKET. PERSONS WITH DISABILITIES PERSPECTIVE

	Count	%
Lack of promotion of jobs among persons with various disabilities	13	50.0
Employers rarely see people with disabilities applying for jobs	10	38.5
Employers' perception of persons with disabilities / don't know how to handle the needs of a worker with a disability on the job / concerns about attitudes of co-workers toward the person with a disability	17	65.4
Employers are afraid they won't be able to discipline or fire a worker with a disability for poor performance, because of potential lawsuits	4	15.4
Other employees' perception of persons with disabilities / concerns about the extra time that supervisors or co-workers will need to spend to assist workers with disabilities	5	19.2
Particularities of vacancies	4	15.4
Lack of training of persons with disabilities for job vacancies	7	26.9
Lack of necessary skills / experience of persons with disabilities needed to fill vacancies	5	19.2
Poor presentation at job interviews	1	3.8
Lack of counselling / support at work	5	19.2
The disability perceived as a deterrent to accomplish the work to the same standards as other employees	16	61.5

	Count	%
Employers' safety concerns regarding people with disabilities	4	15.4
The cost of providing reasonable accommodations so that workers with disabilities can do their jobs / other costs, such as increased health insurance or worker's compensation premiums	7	26.9
Lower earnings than in the case of persons without disabilities	4	15.4
Improper application of the equal opportunities legislation in recruitment and selection by potential employers / discrimination against job applicants with disabilities	8	30.8
<i>Something else (Lack of a coherent policy at a national level regarding the employment of persons with disabilities; The desire for a better, more suitable workplace, which is very difficult to obtain)</i>	2	7.7

Base: total sample, N=26

Q9. From your point of view, what are the factors /challenges that limit the entry of persons with disabilities to the labour market? (Multiple answer)

TABLE 2-61 MEASURES TO MAKE THE JOB EASIER

	Count	%
A clear strategy on disability management in the workplace	10	38.5
Enforcing policies prohibiting discrimination in the workplace	11	42.3
Better communication and awareness raising within the workplace in regard to potential challenges for workers with disabilities	10	38.5
Employee orientation to the job to facilitate work experience for persons with disabilities	7	26.9
Adaptation of the job, including adjustment and modification of machinery and equipment and/or modification of the job content, working time and work organization	7	26.9
Adaptation of the work environment to provide access to the place of work, to facilitate the employment of individuals with disabilities	7	26.9
Accommodation measures in order to utilize the residual potential and skills of the workers with disabilities	9	34.6
Ensuring equal opportunities with other workers at the workplace to acquire the skills and experience necessary to advance in the career	14	53.8
Providing a mentor (coach) to ensure support in problematic situations	4	15.4
Organizing more team-building events within the company so that the members of the organization interact more with the workers with disabilities to ensure better integration to the workplace	5	19.2
Organizing more employer-sponsored training opportunities, manuals and courses targeted to persons with disabilities (hearing impairments, visual impairments, mobility impairments)	5	19.2
<i>Something else</i>	-	-

Base: total sample, N=26

Q7. According to your opinion, what measures could your employer take to make your job easier? (Multiple answer)

TABLE 2-17 MEASURES THAT COULD LEAD TO AN INCREASE OF THE NUMBER OF PERSONS WITH DISABILITIES IN EMPLOYMENT – PERSONS WITH DISABILITY PERSPECTIVE

	Count	%
More adequate policies and standards to take into account the needs of persons with disabilities (e.g. clear policy of inclusive education, enforceable access standards in physical environments, and priority accorded to rehabilitation)	13	50.0
More financial / economic facilities for employers (e.g. tax reduction in relation to the number of persons with disabilities employed)	14	53.8
Investments in specific programmes and services for persons with disabilities	18	69.2
Involving the persons with disabilities in decision-making to enable individuals to communicate their needs and choices	18	69.2
Increasing public awareness and understanding of disability	17	65.4
Compelling employers to employ a certain number of persons with disabilities	10	38.5
Creating specific jobs for persons with disabilities	15	57.7
Adapting legislation so that it is more inclusive towards persons with disabilities	12	46.2
Greater support from local authorities through campaigns to promote the professional integration of persons with disabilities	13	50.0
Training programmes for employers to create an inclusive mindset among SME's	10	38.5
Involvement of state institutions in helping these categories of persons	10	38.5
Creating special training programmes for persons with disabilities	9	34.6
Something else (Existing legal provisions in the field should be applied; non-discrimination policies for persons with disabilities to become equal to others)	2	7.7

Base: total sample, N=26

Q11. Please recommend some measures that could lead to an increase of the number of persons with disabilities in employment: (Multiple answer)

TABLE 2-18 KNOWLEDGE AND UNDERSTANDING OF THE LEGISLATION REGARDING THE EMPLOYMENT OF PERSONS WITH DISABILITIES

	Count	%
Yes	17	65.4
No	3	11.5
I don't know/couldn't say	6	23.1

Base: total sample, N=26

Q12. Do you consider the knowledge and understanding of the legislation regarding the employment of persons with disabilities would improve your work situation? (Single answer)

TABLE 2-14 DETERMINING FACTORS FOR GETTING A JOB

	Count	%
Skills acquired during studies	19	73.1
Personal relationships (family, friends, acquaintances)	8	30.8
Proper preparation for interviews, competitions	8	30.8
Consistent tracking of job postings	10	38.5
Experience in the field	11	42.3
Personality traits	10	38.5
Occupational interests	8	30.8
Other	-	-

Base: total sample, N=26

Q13. In general, in your opinion, what do you think are the determining factors for getting a job?
(Multiple answer)

TABLE 0-19 USEFULNESS OF THE PARTICIPATION IN PROGRAMMES SUPPORTING PROFESSIONAL DEVELOPMENT FOR INCLUSION IN THE LABOUR MARKET

	Count	%
Not at all	3	11.5
To a small extent	1	3.8
To some extent	12	46.2
To a large extent	5	19.2
To a very large extent	5	19.2

Base: total sample, N=26

Q15. To what extent do you find your participation in programmes supporting professional development for inclusion in the labour market (courses, trainings, seminars / workshops, etc.) useful? (Single answer)

TABLE 2-16 IMPORTANCE OF THE TOPICS TO BE INCLUDED IN THESE LEARNING TOOLS FOR PERSONS WITH DISABILITIES TO BE BETTER EQUIPPED IN FINDING AND MAINTAINING A JOB

	%	Not at all important/ Not important	Neither unimportant, nor important	Important/ Very important
Personality traits / Identification of personality traits / Development of personality traits	7.7	7.7	7.7	84.6
Occupational interests / Identification of occupational interests	7.7	7.7	7.7	84.6
Personal values / Identification of personal values / Development of personal values	7.7	7.7	19.2	73.1
Life skills / Identification of life skills / Development of life skills (E.g.: Self-awareness, Critical thinking, Decision making, Problem solving etc.)	7.7	7.7	3.8	88.5
Career exploration/ Career counselling	3.8	3.8	19.2	76.9
Job search methods	7.7	7.7	7.7	84.6
Identification of jobs and job matching	3.8	3.8	15.4	80.8
Applying for a job / Ways of applying for a job / Developing job search skills	3.8	3.8	15.4	80.8

	%	Not at all important/ Not important	Neither unimportant, nor important	Important/ Very important
The resume and the job interview / Recommendations for completing a resume and taking a job interview		3.8	7.7	88.5
Dealing with employers and negotiation / Recommendations in dealing with employers and negotiation methods		7.7	11.5	80.8
Self-presentation skills		0.0	3.8	96.2
Promoting the value in me (what can I offer)		3.8	0.0	96.2
Marketing disability		11.5	7.7	80.8
Job skills vis-à-vis disability		3.8	3.8	92.3
Focus on soft skills (understanding and readiness for application)		7.7	3.8	88.5
Dealing with employee and employer expectations		3.8	7.7	88.5
Professional development		3.8	3.8	92.3

Base: total sample, N=26

Q24. How important do you consider each of the following to be in terms of developing learning tools for persons with disabilities to be better equipped in finding and maintaining a job? (Single answer per row)

TABLE 2-17 IMPORTANT SKILLS AND ABILITIES TO BE DEVELOPED IN A PERSON WITH DISABILITIES

	Count	%
Extraversion	4	15.4
Agreeability	13	50.0
Conscientiousness	17	65.4
Stability	12	46.2
Openness to Experience	17	65.4
Energy	16	61.5
Objectiveness	11	42.3
Resilience	7	26.9
Tenacity	7	26.9
Cooperation	15	57.7
Courage	19	73.1
Tolerance	11	42.3
Generosity	9	34.6
Humble Character	9	34.6
Fairness	15	57.7
Flexibility	15	57.7
Ambition	14	53.8
Discipline	14	53.8
Caution	10	38.5
Patience	14	53.8
Respect	15	57.7

	Count	%
Sincerity	11	42.3
Responsibility	20	76.9
Friendliness	13	50.0
Positive Thinking	15	57.7
Stress and Resilience	7	26.9
Energy and Vitality	12	46.2
Curiosity and Self-awareness	11	42.3
Connection to Others	13	50.0
Understanding Change	12	46.2
Adaptability	16	61.5
Self-efficacy	6	23.1
Openness	11	42.3
Motivation	17	65.4
Teamwork	17	65.4
Networking	4	15.4
Interpersonal Skills	8	30.8
Leadership	4	15.4
Interdisciplinary Skills	10	38.5
Negotiation Skills	8	30.8
Taking Initiative	11	42.3
Time Management	11	42.3
Creativity	15	57.7
Change Management	10	38.5
Learning from Experience	11	42.3
Problem Solving	13	50.0
Planning	13	50.0

Base: total sample, N=26

Q25. Which of the following skills and abilities do you consider to be the most important to be developed in a person with disabilities, for employment? (Multiple answer)

TABLE 2-18 INVOLVEMENT IN TRAINING PROGRAMMES BEFORE

	Count	%
Yes	15	57.7
No	11	42.3

Base: total sample, N=26

Q16. Have you been involved in training programmes before? (Single answer)

TABLE 2-19 WAYS TO PARTICIPATING IN TRAINING PROGRAMMES

	Count	%
Payed on my own	9	60.0
Organized by the employer	3	20.0
Organized by the faculty/educational institution	3	20.0
Organized in European fund projects	3	20.0
Organized by institutions/organizations supporting the rights of persons with disabilities	4	26.7
Another type	1	6.7

Base: the respondents who were involved in training programmes before, N=15 (answer "Yes" at Q16 question)

Q17. Please mention the way(s) in which you participated in training programmes. (Multiple answer)

TABLE 2-20 FACTORS THAT PREVENTED PARTICIPATION IN TRAINING COURSES

	Count	%
Lack of time	2	18.2
They did not meet my needs	2	18.2
I didn't know where to turn	5	45.5
I did not find out in time about their support	4	36.4
Limited number of seats	-	-
Cost of the course	2	18.2
They were not adapted to the type of disability I have	1	9.1
Other reasons	-	-

Base: the respondents who were not involved in training programmes before, N=11 (answer "No" at Q16 question)

Q18. What prevented you from attending training courses? (Multiple answer)

TABLE 2-21 INTENTION TO BE INVOLVED IN A TRAINING PROGRAM

	Count	%
Yes	22	84.6
No	1	3.8
I don't know	3	11.5

Base: total sample, N=26

Q19. In the following period, would you be interested in being involved in a training program with topics such as: showing how to demonstrate, acquire, develop job skills and /or apply transferable soft skills at the workplace? (Single answer)

TABLE 2-22 APPROACHES TO BE INCLUDED IN THE PROFESSIONAL TRAINING COURSES

	Count	%
Face-to-face training	7	26.9
Remote / online training	6	23.1
Blended learning	9	34.6
Group work	14	53.8
Self-learning	3	11.5
Something else (Training focused on practical activities and debate to promote creativity, adaptation)	1	3.8
I don't know/couldn't say	2	7.7

Base: total sample, N=26

Q20. If you were to take professional training courses, what approach would you be interested in? (Multiple answer)

TABLE 2-23 MEANS OF PRESENTATION MOST RELEVANT / USEFUL FOR THE LEARNING PROCESS

	Count	%
Printable worksheets	7	26.9
Infographics	2	7.7
Animated presentations	5	19.2
Slides for overhead projector	2	7.7
Open educational resources (OER)	5	19.2
Internet link lists	9	34.6
Audio and video files	16	61.5
Learning platforms	16	61.5
<i>Other (Up-to-date information accessible to people with disabilities, debate, acceptance; materials with sign language interpretation)</i>	2	7.7

Base: total sample, N=26

Q21. According to your needs / preference, which of the following means of presentation are most relevant / useful for your learning process? (Multiple answer)

TABLE 2-24 PREFERRED TYPE OF PROFESSIONAL TRAINING COURSE

	Count	%
Interactive/stimulating the involvement of participants	24	92.3
Classic, theoretical, lecture-based course	2	7.7

Base: total sample, N=26

Q22. If you were to take professional training courses, what would you be interested in? (Single answer)

TABLE 2-25 USEFUL TYPE OF PROFESSIONAL TRAINING COURSE

	Count	%
Professional growth	20	76.9
Personal growth	14	53.8

Base: total sample, N=26

Q23. If you were to take training courses, it would be useful if they helped you in: (Multiple answer)

Quantitative study – Respondent's profile for SME's

TABLE 3-1 SIZE OF THE COMPANIES BY NUMBER OF EMPLOYEES

	Count	%
1-9 employees	14	46.7
10-49 employees	5	16.7
50-249 employees	11	36.7

Base: total sample, N=30

Q2. What is the number of employees in your company?

TABLE 3-2 INDUSTRY

	Count	%
Agriculture, food, the living environment	-	-
Architecture, construction, the built environment	1	3.3
Business, human resources, administrative support	3	10.0
Education, training, childcare	4	13.3
Engineering, manufacturing industries	4	13.3
Finance, insurance, real estate	-	-
Health, human services	-	-
Hospitality, leisure, travel, tourism	1	3.3
IT, creative, media	2	6.7
Professional, scientific, technical	2	6.7
Trade, transport, distribution, logistics	8	26.7
Non-governmental organisation engaged in an economic activity	1	3.3
Other industry	4	13.3
Don't know	-	-

Base: total sample, N=30

Q3. In what type of industry do you operate?

TABLE 3-3 DUTIES WITHIN THE COMPANY WITH REGARD TO THE RECRUITMENT, HIRING AND/OR RETENTION OF EMPLOYEES

	Count	%
Yes	30	100.0
No	-	-

Base: total sample, N=30

Q4. Do you have any duties within the company with regard to the recruitment, hiring and/or retention of employees?

TABLE 3-4 ROLE IN THIS COMPANY

	Count	%
Director / manager / administrator	19	63.3
HR director / manager	6	20.0
HR representative	4	13.3
HR consultant	-	-
Others: HR inspector	1	3.3

Base: total sample, N=30

Q5. What is your role in this company?

Quantitative study – Respondent's profile for Persons with disabilities

TABLE 4-1 GENDER

	Count	%
Male	8	30.8
Female	18	69.2
Gender Variant/Non-Conforming	-	-
Prefer Not to Answer	-	-

Base: total sample, N=26

D1. To which gender identity do you most identify? (non-compulsory)

TABLE 4-2 AGE

	Count	%
18 – 24 years	10	38.5
25 – 34 years	12	46.2
35 – 44 years	2	7.7
45 – 54 years	2	7.7
Over 54 years	-	-

Base: total sample, N=26

D2. How old are you?

TABLE 4-3 DISABILITY

	Count	%
Visual impairment	13	50.0
Deafness and/or auditory impairment	8	30.8
Mobility impairment	5	19.2

Base: total sample, N=26

D3. Which disability or health condition limits you?

TABLE 4-4 STATUS ON THE LABOUR MARKET

	Count	%
Employee with one or more jobs	15	57.7
Unemployed/looking for work	7	26.9
Stay-at-home/No job/I'm not looking for a job	-	-
Self-employed/I have my own business	2	7.7
Others: student	2	7.7

Base: total sample, N=26

D4. What is your status on the labour market?

TABLE 4-5 EDUCATION

	Count	%
No formal schooling completed	1	3.8
Nursery school to 8th grade	-	-
Some high school, no diploma	4	15.4
High school graduate, diploma or the equivalent	2	7.7
Some college credit, no degree	2	7.7
Trade/technical/vocational training	-	-
Associate degree	3	11.5
Bachelor's degree	4	15.4
Master's degree	8	30.8
Professional degree	1	3.8
Doctorate degree	1	3.8

Base: total sample, N=26

D5. What is the highest degree or level of school you have completed? If currently enrolled, highest degree received.

TABLE 4-6 INDUSTRY

	Count	%
Agriculture, food, the living environment	-	-
Architecture, construction, the built environment	-	-
Business, human resources, administrative support	2	7.7
Education, training, childcare	5	19.2
Engineering, manufacturing industries	-	-
Finance, insurance, real estate	1	3.8
Health, human services	3	11.5
Hospitality, leisure, travel, tourism	-	-
IT, creative, media	3	11.5
Professional, scientific, technical	-	-
Trade, transport, distribution, logistics	-	-
Non-governmental organisation engaged in an economic activity	-	-
<i>Other industry</i>	4	15.4
<i>Don't know/Don't have a job</i>	8	30.8

Base: total sample, N=26

D6. In which industry do you work?