

IO1_T4. A METHODOLOGICAL FRAMEWORK FOR THE DEVELOPMENT OF LEARNING MATERIAL FOR SMEs AND PERSONS WITH DISABILITIES FOR SOCIAL INCLUSION AND BENEFITS FOR SMEs

Document Control

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1. Background and aims

The methodological framework is a synthesis of the exploration of the factors determining the employability-disability nexus on the side of the SMEs and that of persons of disabilities. Integrating data to orient the development of a “learning” path for SMEs for the creation of disability-inclusive workforce, as well for supporting persons with disabilities at the soft skills level, does not only guide the development of the intervention at hand, but furthermore it expands knowledge in terms of the inner workings, the attitudes, the stereotypes, the missing knowledge that condition the views and perceptions of SMEs and persons with disabilities regarding the nature of the relationship between disability-work ability-employability.

The methodological framework draws from a comparative analysis of documentation, elaborating into methodological elements and tools facilitating the production of IO2 which is a core output of the project. Substantial input is provided by all partners regarding country-specific aspects.

The **main goal** of the framework consists in distinguishing what is to be considered as more essential and what not, and to provide a methodological matrix around which educational content will be organized such as (indicatively):

- I. Which are the subjects participants are more likely to engage with?
- II. What is the appropriate time-length in order for participants to reach a significant level of comprehension of the learning material?
- III. Which are the most appropriate pedagogical methods to be used during the learning process?
- IV. How does the learning content need to be structured for the online-based material?

According to the methodology framework, **a set of digital modules will be developed** both content-wise, as well as technically to be made available in an online environment. The set will include **material for SMEs** to create a disability-inclusive workforce, as well as **material for persons with disabilities**, supporting them pursuing employability and professional development as employees. The integrated provision will cover the needs, the perceived notions of the employability-disability nexus as reflected in both the benefits for SMES, as well as a crucial factor for social inclusion and personal/professional fulfilment for persons with disabilities.

The variations explored through targeted research towards the development of the methodological framework were:

1. Disability as a constraint for employability
2. Disability as not affecting employability of a person and thus considered as a resource
3. Employability not as determined by disability, but influenced by aspects relevant with specific job, competences, personal characteristics etc.



The methodological framework was developed to support the creation of:

- a) Learning material and tools for SMEs (i.e. HR, managerial/executive level staff incl. consultants who are responsible for recruiting, hiring, retaining employees), that will help to acknowledge and reap the benefits of a disability-inclusive workforce.
- b) Learning material for persons with disabilities to get the best out of their professional development opportunities by showing how to demonstrate, acquire, develop job skills, as well as apply transferable soft skills at the workplace.

The framework as a piece of evidence and tool at the same time will be promoted on multiple sides of the project scope: SMEs, SME representative bodies, Disabled persons representative bodies/actors/networks, Business consulting and training organisations, Labour and social inclusion governmental institutions. Regarding transferability it will allow for customisation in different contexts, by leaving enough room for adaptations by referring to national/local context and further categories of persons with disabilities.



2. Conclusion remarks of research study

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.

In 2020, more than 20% of the EU population had been officially declared with some form of disability. In addition, according to data of Eurostat for 2019, 28.4% of people with a disability (aged 16 or over) were at risk of poverty or social exclusion, compared with 18.4% of those with no activity limitation. Thus, in 2019, 68.0 % of the EU population with an activity limitation would have been at risk of poverty without social benefits, allowances or pensions. In 2019, the Member States that recorded the highest proportion of people with a disability who were at risk of poverty or social exclusion were: Bulgaria (50.7%), Latvia (42.1%), Estonia (40.0%), Lithuania (39.9%) and Ireland (37.8%). The percent for Romania is 37.0%, for Greece is 33.2% and for Spain is 32.5%.

Current statistical information shows that the employment rate of people with disabilities it is at a low level, respectively: 30.7% in Bulgaria (2019), 24.7% in Greece (2016), 43.7% in Romania (2020) and 35% in Spain (2018), but 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 stagnate, despite the fact that the European Social Fund (ESF) provides funding. People with disabilities have limited access to support services. The lack of synergies and complementarity between educational, employment and social services further aggravates the situation of this group.

In all these four countries, Bulgaria, Greece, Romania and Spain, there normative acts regarding people with disabilities are adopted.

An approach that has been implemented in these four countries is a disability quota system which forces companies to employ a minimum percentage of people with disabilities, but the quota systems allow for a fine that organizations can pay and that releases them from fulfilling the quota. Thus, organizations either obey the inflicted rules or, in the event of non-compliance, pay a penalty usually in the form of a tax per month for each place not filled. This quotas system in general addresses almost entirely public companies or private organizations with more than 50 employees. Therefore, the majority of SMEs is left out of the legal framework.

Regarding the barriers to employment of the persons with disabilities there are many stereotypes among society which lead to rejection and isolation. When the persons with disabilities are invisible to society, the proper identification of their problems and rights become very difficult. It also signals that much effort is needed to overcome these negative trends and attitudes, resulting from a multitude of cultural factors, issues and stereotypes. This negative attitude is obvious in the employers' attitude to persons with disabilities. Most



employers, especially in smaller communities, prefer not to employ people with disabilities. This further increases social isolation and lack of motivation for employment. Many small employers, SME's, fail to recognise that people with disabilities have the necessary potential and skills to "fit in" their team and company policies.

Despite these stereotypes, the research shows that most of the employers employing persons with disabilities are satisfied with their performance, the rest of their employees are highly motivated and customer loyalty increases towards businesses that include persons with disabilities in their workforce. These facts act as enablers to employment of persons with disabilities, since most of the employers that have actually experienced the benefits from hiring persons with disabilities retain them in their workforce for a long time.

Specific employment promotion measures for persons with disabilities, even if exists, they do not seem to be effective and popular both among persons with disabilities and employers. The limited access to employment for people with disabilities is also influenced to a larger extent by the lack of equal access to education.

Unfortunately, there are not many enablers that could enhance and facilitate the access of the persons with disabilities to the labour market and thus improve their overall professional and personal realisation prospects and quality of life.

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, could help their entry into the labour market much more.

The 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.

The majority of the SMEs representatives who participated in the research have no experience employing persons with disabilities (hearing impairments, visual impairments, mobility impairments, other types of disabilities). The main reason of the SMEs that are not employing and/or have not employed in the past persons with disabilities is that they never had such candidates. Other reasons mentioned were: no such job applicants were available at the Local Employment Office; the nature of the job and inability of persons with disabilities to perform it; the size of the company (in general small companies).

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;
- Not knowing how much accommodation will cost;
- Actual cost of accommodating a disability.

Regarding the satisfaction about the performance of the persons with disabilities in the workplace, all of the SMEs which are currently employing and/or have employed in the past persons with disabilities and who participated in the research are satisfied or very satisfied with performance.



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;
- Tax breaks for the company / employer financial or economic incentives;
- Better interaction between diverse staff members / a positive workplace culture;
- Enhancing and increasing engagement and motivation of the staff members;
- Added value for job morale, company culture and social mission;
- Employees with disabilities will increase diversity in the workplace / an inclusive and diverse workplace.

The majority of the respondents within the persons with disabilities (hearing impairments, visual impairments, mobility impairments) think that finding and sustaining work is very challenging, and among the problems encountered are: numerous stereotypes in society towards people with disabilities, the negative attitude of employees to such people, resulting from both the lack of awareness of the specific needs of disabled persons and the numerous regulatory requirements related to ensuring the safe and productive environment of such people, the lack of confidence (the misconception about the work skills of persons with disabilities affects their confidence, as one of the interviewees has mentioned, resulting in a vicious circle, where lack of confidence becomes an additional limitation for persons with disabilities in finding and maintaining a job), accessibility issues in the workplace, 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), discrimination in the workplace, especially from colleagues.

For all or almost all surveyed persons with disabilities, it is important and very important to have a job, and for the majority of them, the current position is the right one. When looking for a job, people with disabilities receive advice and support first from friends and family.

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

- Lack of promotion of jobs among persons with various disabilities;
- 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;
- 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 (in specially in Spain and Greece);
- Employers rarely see people with disabilities applying for jobs;
- Employers are afraid they won't be able to discipline or fire a worker with a disability for poor performance because of potential lawsuits.

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 focusing on my disability and act as they would normally act;
- To be more supportive / understanding when I make mistakes;
- To be more tolerant of the difficulties I have;
- To have the courage to ask about their disability rather than to presume knowledge.



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

- 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);
- Investments in specific programmes and services for persons with disabilities;
- More financial / economic facilities for employers (e.g. tax reduction in relation to the number of persons with disabilities employed);
- Training programmes for employers to create an inclusive mindset among SME's;
- Adapting legislation so that it is more inclusive towards persons with disabilities;
- Increasing public awareness and understanding of disability.

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);
- A clear company strategy on disability management in the workplace;
- Ensuring equal opportunities with other workers at the workplace to acquire the skills and experience necessary to advance in the career;
- Enforcing policies prohibiting discrimination in the workplace;
- Better communication and awareness raising within the workplace in regard to potential challenges for workers with disabilities.

To get a job, for the persons with disabilities the determining factors are:

- Skills acquired during studies;
- Experience in the field;
- Personal relationships (family, friends, acquaintances);
- Proper preparation for interviews, competitions;
- Consistent tracking of job postings;
- Personality traits;
- Occupational interests.

The knowledge and understanding of the legislation regarding the employment of persons with disabilities would improve the work situation for majority of the respondents, people with disability.

The participation in programmes supporting professional development for inclusion in the labour market (courses, trainings, seminars/workshops, etc.) is useful for persons with disabilities.

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

- 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.



3. Selection of topics and objectives for the training materials

I. Learning material and tools for SMEs (i.e. HR, managerial/executive level staff incl. consultants who are responsible for recruiting, hiring, retaining employees), that will help to acknowledge and reap the benefits of a disability-inclusive workforce.

The aim for learning material and tools for SMEs is to become an hands-on guide with practical aspects, which cover the untapped aspects and positive elements of a disabled-inclusive workforce, in the “language” of SMEs, beyond the inclusion element.

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

- ✚ Benefits of hiring people with disabilities by looking at all labour markets;
- ✚ The inclusive and diverse workplace as a driver for increased consumer market and revenue;
- ✚ The added value for job morale, company culture and social mission;
- ✚ Enhancing and increasing productivity (products and services) by bringing unique skills, creativity, experiences and understanding;
- ✚ Personnel strategy (e.g. recruiting, retention, talent identification, professional development strategies and practices etc.);
- ✚ Promoting and communicating equal opportunity commitment on the ground of disability as the company's business differentiator and driver;
- ✚ Building synergies and partnerships with recruitment sources promoting persons with disabilities as prospect employees;
- ✚ 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;
- ✚ Persons with disabilities as a source of high work quality.

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 has benefited nationally recognised companies;
- Information showing how hiring people with disabilities can benefit the company's bottom line;
- Information showing how hiring people with disabilities can increase a company's productivity;
- Information that is supported by statistics or research;
- Information on satisfactory job performance, attendance, and retention of people with disabilities;



- Testimonial information of senior executives/human resources managers/ line managers attesting to the success for their companies.

II. Learning material for persons with disabilities to get the best out of their professional development opportunities by showing how to demonstrate, acquire, develop job skills, as well as apply transferable soft skills at the workplace.

The learning material for persons with disabilities is aimed at functioning as a skills-development tool, responding to SMEs needs and equally beyond the approach of inclusion as main driver, but rather with that of personal fulfilment at equal terms, rendering employability not only a right, but a development force for personal, social, financial well-being.

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, 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 can I 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, professional development.



4. Pedagogical approach for the creation of the learning material

SMEs prefer to take professional training courses such as: Blended learning and Remote / online training.

As for *the persons with disabilities*, 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 (more in Bulgaria and Romania), 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. At the beginning of the training, participants should participate in pre-assessment activities in order to evaluate their skills and adapt/modify (only to a certain extent) the contents and methodology of the training based on the identified needs. A similar test should be carried out upon exit of the Programme to compare results.

Both professional development and personal development courses are considered useful. Training courses which are interactive/stimulating are preferred. In Bulgaria it is preferred classic/ theoretical/ lecture-based course, but this preference may be influenced by the profile of the respondents (66.7% over 54 years).

The persons with disabilities prefer to take professional training courses online and blended learnings in Spain, group work and blended learning in Romania, online, group work and face to face in Greece and face-to-face training, blended learning and work in small groups in Bulgaria.

When developing the training materials, partners should consider the existing and potential employment prospects of people with disabilities (including self-employment options) in the field of ICT, graphic design, social research, e-commerce business, and social entrepreneurship (i.e. small crafts, arts, etc.).

People with disabilities would need to have their overall self-esteem boosted. Therefore, some soft skills and teaching methods for improving the overall self-confidence should be incorporated in the training programme. Also, good practices for existing self-employment and successful businesses managed by people with disabilities could be incorporated throughout the training modules.

As for the duration of the training course some interviewees preferred short (i.e. 60 minute sessions), once or twice a week (Bulgaria), with fewer hours per day, but with a longer duration (Romania) or modules-oriented training courses they can select according to their needs of both themes and time (Spain).



5. Preferred technical solutions for delivery

For SMEs the following means of presentation were considered as the most relevant/useful in the learning process:

- Animated presentations, Open educational resources (OER) and Audio and video files in Bulgaria,
- Learning platforms, Audio and video files, Infographics in Greece,
- Learning platforms, Audio and video files and Animated presentations in Romania, and
- Infographics, Animated presentations and Open educational resources (OER) in Spain.

In the case of the persons with disabilities there are some differences between the four countries:

- in Bulgaria, the persons with disabilities prefer: Open educational resources (OER), Printable worksheets and Slides for overhead projector.
- In Greece are preferred: Audio and video files, Printable worksheets and Infographics.
- In Romania are preferred: Audio and video files, Learning platforms and Internet link lists.
- In Spain are preferred: Infographics, Animated presentations, Open educational resources (OER) and Internet link lists.

A mandatory requirement for the training would be its complete accessibility to persons of all types of disabilities (blind/visually impaired, deaf/hard-hearing, physical disabilities).

6. Methodological matrix

1.6.1 Learning material and tools for SMEs



Training module	Topic(s) <i>In order of preference</i>	Indicative content(s)	Preferred Length	Pedagogical Method(s)	Preferred technical solution(s)
Benefits for SMEs	Benefits of hiring people with disabilities by looking at all labour markets (BG-78.9%, EL-81.8%, RO-83.3%, ES-100.00%)	<ul style="list-style-type: none"> - factors /challenges that limit the entry of persons with disabilities to the labour market - information on cultural factors, issues, misperceptions and stereotypes which lead to rejection and isolation of people with disabilities - advantages/benefits for a company when hiring individuals with disabilities - information showing how hiring people with disabilities has benefited other companies - statistical data from other countries showing how hiring persons with disabilities benefits companies 	<ul style="list-style-type: none"> - short (i.e. 60 minute sessions)/ with fewer hours per day, but with a longer duration (Romania) - once or twice a week (Bulgaria) 	<ul style="list-style-type: none"> - Blended learning and Remote / online training - Interactive/stimulating - Information that is supported by statistics or research; - Testimonial information of senior executives/human resources managers/ line managers attesting to the success for their companies. 	<ul style="list-style-type: none"> - Animated presentations, Open educational resources (OER) and Audio and video files in Bulgaria, - Learning platforms, Audio and video files, Infographics in Greece, - Learning platforms, Audio and video files and Animated presentations in Romania, and - Infographics, Animated presentations and Open educational resources (OER) in Spain.
	The added value for job morale, company culture and social mission (BG-78.9%, EL-81.8%, RO-83.3%, ES-100.00%)	<ul style="list-style-type: none"> - stereotypes towards people with disabilities - increasing awareness of the specific needs of disabled persons and the numerous regulatory requirements related to ensuring the safe and productive environment of such people - changing negative attitudes toward persons with disabilities 			
	Persons with disabilities as a source of high work quality	<ul style="list-style-type: none"> - tackling misconceptions about the work skills of persons with disabilities 			



Training module	Topic(s) <i>In order of preference</i>	Indicative content(s)	Preferred Length	Pedagogical Method(s)	Preferred technical solution(s)
	(BG-57.9%, EL-86.4%, RO-83.3%, ES-86.7%)	<ul style="list-style-type: none"> - improving self-awareness of employees with a disability - special talents of persons with disabilities developed due to their disability (ex. Discovering hands case – best practice in our website) good practices in other SMEs & organizations			
	The inclusive and diverse workplace as driver for increased consumer market and revenue (BG-68.4%, EL-63.6%, RO-66.7%, ES-86.7%)	<ul style="list-style-type: none"> - information showing how hiring people with disabilities can benefit the company's bottom line - positive effects on the image of the company 			
	Enhancing and increasing productivity (products and services) by bringing unique skills, creativity, experiences and understanding (BG-73.7%, EL-77.3%, RO-60.0%, ES-66.7%)	<ul style="list-style-type: none"> - information showing how hiring people with disabilities can increase a company's productivity - productivity of persons with disabilities. Disability vs. inability - the bias with regards to the disabled employees' productivity 			
	Employees with disabilities as a means to reduce employee turnover (longer tenure of employees with disability leading to reduced training and recruitment costs)	<ul style="list-style-type: none"> - information on satisfactory job performance, attendance, and retention of people with disabilities - investing in specific programmes and services for persons with disabilities 			



Training module	Topic(s) <i>In order of preference</i>	Indicative content(s)	Preferred Length	Pedagogical Method(s)	Preferred technical solution(s)
	<p><i>(BG-52.6%, EL-40.9%, RO-53.3%, ES-66.7%)</i></p> <p>Responding to government guidelines and initiatives <i>(BG-52.6%, EL-54.5%, RO-30.0%, ES-40.0%)</i></p>	<ul style="list-style-type: none"> - legal framework/normative act(s) regarding people with disabilities & social inclusion - the rights of people with disabilities - existing incentives (e.g. financial support, tax amendments and direct subsidies for people with disabilities) - shortcomings and gaps in the legislation and possible solutions - initiatives, strategies & impact - access to funding & grants - the role of public institutions and non-governmental organizations - good practices 			
Into action: Steps towards the creation of a disability-	<p>Creating the right work environment and providing workplace flexibility (including time, place, task) <i>(BG-68.4%, EL-90.9%, RO-83.3%, ES-73.3%)</i></p>	<ul style="list-style-type: none"> - discrimination in the workplace - tackling assumptions - alternative employment means (e.g. telework) - training programmes for employers to create an inclusive mindset - adaptation of the work environment & associated costs 	<ul style="list-style-type: none"> - short (i.e. 60 minute sessions)/ with fewer hours per day, but with a longer duration (Romania) 	<ul style="list-style-type: none"> - Blended learning and Remote / online training - Interactive/stimulating - Information that is supported by 	<ul style="list-style-type: none"> - Animated presentations, Open educational resources (OER) and Audio and video files in Bulgaria,



Training module	Topic(s) <i>In order of preference</i>	Indicative content(s)	Preferred Length	Pedagogical Method(s)	Preferred technical solution(s)
inclusive workforce		<ul style="list-style-type: none"> - actual accommodation costs VS misperceptions about accommodation costs 	<ul style="list-style-type: none"> - once or twice a week (Bulgaria) 	statistics or research; Testimonial information of senior executives/human resources managers/ line managers attesting to the success for their companies.	<ul style="list-style-type: none"> - Learning platforms, Audio and video files, Infographics in Greece, - Learning platforms, Audio and video files and Animated presentations in Romania, and Infographics, Animated presentations and Open educational resources (OER) in Spain.
	Workplace mentoring for employees and employers for a disability-inclusive and disability-friendly workplace (BG-57.9%, EL-81.8%, RO-83.3%, ES-100,0%)	<ul style="list-style-type: none"> - information, counselling and mediation of the work of people with disabilities - changes in the attitudes; sensitivity trainings - raising motivation & confidence - policies to take into account the needs of persons with disabilities 			
	Personnel strategy (e.g. recruiting, retention, talent identification, professional development strategies and practices etc.) (BG-68.4%, EL-81.8%, RO-76.7%, ES-80.0%)	<ul style="list-style-type: none"> - concerns when hiring persons with disabilities - strategies on disability management in the workplace - policies prohibiting discrimination in the workplace - enhancing and increasing engagement and motivation of the staff members - potential employment promotion measures for persons with disabilities 			
	Promoting and communicating equal opportunity commitment on the ground of disability as company's business differentiator and driver	<ul style="list-style-type: none"> - increasing awareness and understanding of disability & potential challenges for workers with disabilities - equal opportunities with other workers at the workplace to acquire the skills and experience necessary to advance in the career 			



Training module	Topic(s) <i>In order of preference</i>	Indicative content(s)	Preferred Length	Pedagogical Method(s)	Preferred technical solution(s)
	(BG-68.4%, EL-63.6%, RO-86.7%, ES-73.3%)				
	Building synergies and partnerships with recruitment sources promoting persons with disabilities as prospect employees (BG-57.9%, EL-72.7%, RO-73.3%, ES-86.7%)	<ul style="list-style-type: none"> - centres specializing in information, counselling and mediation of the work of people with disabilities - main recruitment methods/preferred ways to look for a job by persons with disabilities - proper application of the equal opportunities legislation in recruitment and selection by potential employers - reducing discrimination against job applicants with disabilities 			



1.6.2 Learning material for persons with disabilities

Training module	Topic(s) <i>In order of preference</i>	Indicative content(s)	Preferred Length	Pedagogical Method(s)	Preferred technical solution(s)
About myself	My life skills (BG-100%, EL-84,2%, RO-88,5%, ES-100%)	Life skills / Identification of life skills / Development of life skills (E.g.: Self-awareness, Critical thinking, Decision making, Problem solving etc.)	- short (i.e. 60 minute sessions)/ with fewer hours per day, but with a longer duration (Romania)	- online and blended learnings in Spain; group work and blended learning in Romania; online, group work and face to face in Greece and face-to-face training, blended learning and work in small groups in Bulgaria	- Complete accessibility to persons of all types of disabilities (blind/visually impaired, deaf/hard-hearing, physical disabilities)
	Personality traits and inventory (BG-60%, EL-73,7%, RO-84,6%, ES-100%)	Personality traits / Identification of personality traits / Development of personality traits	- once or twice a week (Bulgaria)	- Interactive/stimulating ¹	- Open educational resources (OER), Printable worksheets and Slides for overhead projector(BG).
	Personal values (BG-80%, EL-63,2%, RO-84,6%, ES-66,7%)	Personal values / Identification of personal values / Development of personal values	- modules-oriented training courses that can be selected according to their needs of both themes and time (Spain).	- Pre-assessment activities in order to evaluate their skills and adapt/modify (only to a certain extent) the contents and methodology of	- Audio and video files, Printable worksheets and Infographics (EL)
	Interests (BG-60%, EL-63,2%, RO-73,1%, ES-100%)	Occupational interests / Identification of occupational interests			- Audio and video files, Learning platforms and Internet link lists (RO)

¹ Bulgaria it is preferred classic/ theoretical/ lecture-based course, but this preference may be influenced by the profile of the respondents (66.7% over 54 years)



Training module	Topic(s) <i>In order of preference</i>	Indicative content(s)	Preferred Length	Pedagogical Method(s)	Preferred technical solution(s)
				<ul style="list-style-type: none"> the training based on the identified needs. - A similar test should be carried out upon exit of the Programme to compare results 	<ul style="list-style-type: none"> - Infographics, Animated presentations, Open educational resources (OER) and Internet link lists (ES)
Disability and the job market	Identification of jobs and job matching <i>(BG-80%, EL-84,2%, RO-80,8%, ES-66,7%)</i>	Identification of jobs and job matching	<ul style="list-style-type: none"> - short (i.e. 60 minute sessions)/ with fewer hours per day, but with a longer duration (Romania) - once or twice a week (Bulgaria) - modules-oriented training courses that can be selected according to their needs of both themes and time (Spain). 	<ul style="list-style-type: none"> - online and blended learnings in Spain; group work and blended learning in Romania; online, group work and face to face in Greece and face-to-face training, blended learning and work in small groups in Bulgaria - Interactive/stimulating² - Pre-assessment activities in order to evaluate their skills and adapt/modify (only to a certain extent) the contents 	<ul style="list-style-type: none"> - Complete accessibility to persons of all types of disabilities (blind/visually impaired, deaf/hard-hearing, physical disabilities) - Open educational resources (OER), Printable worksheets and Slides for overhead projector(BG). - Audio and video files, Printable worksheets and Infographics (EL) - Audio and video files, Learning platforms
	Job search methods <i>(BG-80%, EL-78,9%, RO-84,6%, ES-66,7%)</i>	Job search methods			
	Career exploration <i>(BG-80%, EL-84,2%, RO-76,9%, ES-66,7%)</i>	Career exploration/ Career counselling			

² Bulgaria it is preferred classic/ theoretical/ lecture-based course, but this preference may be influenced by the profile of the respondents (66.7% over 54 years)



Training module	Topic(s) <i>In order of preference</i>	Indicative content(s)	Preferred Length	Pedagogical Method(s)	Preferred technical solution(s)	
				<ul style="list-style-type: none"> and methodology of the training based on the identified needs. - A similar test should be carried out upon exit of the Programme to compare results 	<ul style="list-style-type: none"> and Internet link lists (RO) - Infographics, Animated presentations, Open educational resources (OER) and Internet link lists (ES) 	
Self-presentation and self-marketing	Promoting the value in me (what can I offer) (BG-80%, EL-78,9%, RO-96,2%, ES-100%)	Promoting the value in me (what can I offer)	<ul style="list-style-type: none"> - short (i.e. 60 minute sessions)/ with fewer hours per day, but with a longer duration (Romania) 	<ul style="list-style-type: none"> - online and blended learnings in Spain; group work and blended learning in Romania; online, group work and face to face in Greece and face-to-face training, blended learning and work in small groups in Bulgaria 	<ul style="list-style-type: none"> - Complete accessibility to persons of all types of disabilities (blind/visually impaired, deaf/hard-hearing, physical disabilities) 	
	Self-presentation skills (BG-80%, EL-73,7%, RO-96,2%, ES-66,7%)	Self-presentation skills Increasing the motivation, self-awareness, and presentation skills	<ul style="list-style-type: none"> - once or twice a week (Bulgaria) - modules-oriented training courses that can be selected according to their needs of both themes and time (Spain). 	<ul style="list-style-type: none"> - Interactive/stimulating³ 	<ul style="list-style-type: none"> - Open educational resources (OER), Printable worksheets and Slides for overhead projector(BG). 	
	The resume and the job interview (BG-80%, EL-73,7%, RO-88,5%, ES-66,7%)	The resume and the job interview / Recommendations for completing a resume and taking a job interview			<ul style="list-style-type: none"> - Pre-assessment activities in order to evaluate their skills 	<ul style="list-style-type: none"> - Audio and video files, Printable worksheets and Infographics (EL)
	Applying for a job (BG-80%, EL-73,7%, RO-80,8%, ES-66,7%)	Applying for a job / Ways of applying for a job / Developing job search skills				

³ Bulgaria it is preferred classic/ theoretical/ lecture-based course, but this preference may be influenced by the profile of the respondents (66.7% over 54 years)



Training module	Topic(s) <i>In order of preference</i>	Indicative content(s)	Preferred Length	Pedagogical Method(s)	Preferred technical solution(s)
	Dealing with employers and negotiation (BG-80%, EL-63,2%, RO-80,8%, ES-66,7%) Marketing disability (BG-20%, EL-63,2%, RO-80,8%, ES-100%)	Dealing with employers and negotiation / Recommendations in dealing with employers and negotiation methods Marketing disability <i>* the preferred/recommended terms should be "personal marketing" (to market the person itself and his/her skills and experience; to strengthen the image and reputation of a professional in the job market)</i>		and adapt/modify (only to a certain extent) the contents and methodology of the training based on the identified needs. - A similar test should be carried out upon exit of the Programme to compare results	- Audio and video files, Learning platforms and Internet link lists (RO) - Infographics, Animated presentations, Open educational resources (OER) and Internet link lists (ES)
At the workplace	Job skills vis-à-vis disability (BG-100%, EL-73,7%, RO-92,3%, ES-100%) Professional development (BG-100%, EL-57,9%, RO-92,3%, ES-100%) Focus on soft skills (understanding and readiness for application)	Job skills vis-à-vis disability Professional development Focus on soft skills (understanding and readiness for application)	- short (i.e. 60 minute sessions)/ with fewer hours per day, but with a longer duration (Romania) - once or twice a week (Bulgaria) - modules-oriented training courses that can be selected according to their	- online and blended learnings in Spain; group work and blended learning in Romania; online, group work and face to face in Greece and face-to-face training, blended learning and work in small groups in Bulgaria	- Complete accessibility to persons of all types of disabilities (blind/visually impaired, deaf/hard-hearing, physical disabilities) - Open educational resources (OER), Printable worksheets and Slides for



Training module	Topic(s) <i>In order of preference</i>	Indicative content(s)	Preferred Length	Pedagogical Method(s)	Preferred technical solution(s)
	(BG-80%, EL-68,4%, RO-88,5%, ES-100%)		needs of both themes and time (Spain).	<ul style="list-style-type: none"> - Interactive/stimulating⁴ - Pre-assessment activities in order to evaluate their skills and adapt/modify (only to a certain extent) the contents and methodology of the training based on the identified needs. - A similar test should be carried out upon exit of the Programme to compare results 	<ul style="list-style-type: none"> - overhead projector(BG). - Audio and video files, Printable worksheets and Infographics (EL) - Audio and video files, Learning platforms and Internet link lists (RO) - Infographics, Animated presentations, Open educational resources (OER) and Internet link lists (ES)
	Dealing with employee and employer expectations (BG-80%, EL-42,1%, RO-88,5%, ES-66,7%)	Dealing with employee and employer expectations Tackling harassment, stereotyping and discrimination			

⁴ In Bulgaria it is preferred classic/ theoretical/ lecture-based course, but this preference may be influenced by the profile of the respondents (66.7% over 54 years)